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ABSTRACT

This report presents evaluations of the programs implemented by District 17 in Brooklyn, New York which were funded by Title I of the Elementary and Secondary Education Act and Impact Aid during the 1978-1979 school year. The following programs are discussed: (1) Upgrading Reading Grades 3-9, (2) Program for Learners of English as a Second Language, (3) Mathematics: Title I, (4) Pupils with Special Educational Needs Program: Kindergarten - Grade 2, and (5) Parental Involvement Program. Each evaluation includes a discussion of recommendations from the previous year's evaluation (if appropriate), a description of the program, the evaluation design, and conclusions and recommendations. Forms used for evaluative purposes and tables of data are included. (MK)

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FINAL EVALUATION REPORT 1978-1979

DISTRICT # 17

TITLE I ESEA, PSEN AND IMPACT AID

ACADEMIC IMPROVEMENT PROGRAMS

UPGRADING READING, GRADES 3-6

UPGRADING MATHEMATICS, GRADES 3-6

PROGRAM FOR NON-ENGLISH SPEAKING PUPILS

PSEN MATHEMATICS

PSEN READING

PARENTAL INVOLVEMENT

An Evaluation of a New York City School District Educational Program Funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 81-10), and Impact Aid (PL 81-874) for the 1978-79 School Year.

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Dr. Carolyn Hedley

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*Description of Data Collection and Description of Data Processing and Analysis are submitted by Dr. Alan J. Simon

FINAL EVALUATION REPORT

Umbrella Function No. 5065-91622

DISTRICT 17 ESEA TITLE I AND
IMPACT AID (PL 810874)

ACADEMIC IMPROVEMENT PROGRAMS
UPGRADING READING, GRADES 3-9

The findings of the final evaluation report will be organized as follows: 1) Findings of Previous Evaluations; 2) Brief description of the project being evaluated; 3) Statement of Project Objectives; 4) Statement of Evaluation Objectives; 5) Evaluation Design and Methodology; 6) Findings; and 7) Executive Summary.

Findings of the Previous Evaluations

The evaluation report of the last year was summarized and is quoted here:

> The District 17 Title I reading program is one of the most carefully organized, thoughtfully developed, and enthusiastically implemented reading programs the evaluator has seen. The guidelines and previous recommendations were, for the most part, followed. The following recommendations are

presented to extend the already very fine quality of the program:

1. The program should very definitely be recycled for the 1978-79 year and if possible be expanded.
2. The excellent reading staff should be utilized more effectively:
    a. every effort should be made by principals to not pull reading teachers from this funded program for the purposes of covering classes of absent teachers
    b. the District should not delegate extra non-project responsibilities to the intermediate/ junior high school coordinator and should allot more time for the District reading supervisor to work with all the schools in the program so that these women may perform their valuable and necessary field based supervisory and support functions
    c. the State and District should make every effort to curtail and consolidate the amount of paperwork involved in administering the program
    d. the District reading supervisor should find even more ways to enable the staff to share teaching ideas and expertise with one another

3. All teachers should be encouraged to teach only needed reading skills and to help students develop and use them appropriately in combination.

4. All teachers should be encouraged to teach reading skills as a means to helping students explore their interests and concerns.

5. Teachers and schools should provide even more opportunities for students to gain power--enjoyment practice, and confidence in their reading.

6. An extensive one-to-one tutorial, daily, clinical reading program should be established to meet the needs of the most severely remedial readers in the District.

7. The District and Program Staff should make every effort to utilize the potential instructional support that already exists:

   a. teachers should be permitted--if they want to--to move with their class from grade to grade

   b. reading teachers and educational assistants should attempt to involve parents in the meaningful education of their children

   c. reading teachers at the intermediate/junior high school level should be scheduled to meet all their pupils five times a week to give reading the respectability and power of a major subject.

It should be noted here that the recommendations of the former evaluator incorporated the recommendations of previous evaluations as well as his own observations and recommendations in his final report.

A Brief Desceiption of the Project Being Evaluated

The upgrading Reading Project, Grades 3-9 provides additional reading assistance to disadvantaged students, or students who score below minimum competence on the Stanford Reading Achievement Test. The program has been operating for seven years and has achieved distinction utilizing the recommendations from each year to build a finer program for the following year. The program provides a diagnostic-prescriptive, small group reading situation for approximately 9,000 pupils. In addition to the Stanford Achievement Test, these students are given the District Informal Phonics Survey and Informal Textbook Tests. Instruction is directed by 44 Reading Resource Teachers (RRTs) and 34 Corrective Reading Teachers (CRTs) who guide instruction given by the classroom teachers and by the 135 educational assistants in the classes designated as Title I or target classes. The educational assistants are directed by the RRTs and CRTs. These persons are under the supervision and instruction of a District Supervisor and a Coordinator, as well as their school principals and administrators.

The CRTs and the RRTs meet with their assistants and tax levied classroom teachers of Title I children either in regular classrooms or in specially designed reading rooms, in a cooperative, total class non-pull-out program. A central and dynamic guiding concept for this program is that the children are not, in fact, pulled out. The classroom teacher and the paraprofessionals remain in the room and instruct a group of children while the corrective reading teacher aids them in terms of having prepared their lesson plan, distributed materials and in fact, when working with a group of children, provides a model of teaching for the other professionals and paraprofessionals in the classroom. Students are instructed in small groups wherein the ratio is approximately one adult to eight to twelve students. Thus all of the students have an opportunity to participate and to interact with an adult in an intimate arrangement. There are three family assistants to aid with the home problems which might hinder effective reading. The junior high schools have a special reading coordinator; all of the previously listed personnel are under the direction of the District Reading Supervisor.

Pupils in the program receive 45 minutes to one hour of instruction each session, depending on the scheduling in the school and the grade level of the student. Almost all of the class time is spent on direct instruction, combined with independent activity. Many materials are utilized in the program which would not ordinarilly be available to these students and teachers. There is a heavy inservice and preservice component to the program, which augments and improves instruction to children. A bonus of the program is that the classroom teacher and the paraprofessional staff in the program are also retrained by the CRTs and RRTs both in terms of instruction and in terms of new materials available. The children are deeply involved in learning and no discipline problems seem to occur when this highly interpersonal program is in progress.

Statement of Project Objectives

In reading comprehension and word study in grade 3, and reading comprehension in grades 4 through 9, the target population will demonstrate achievement beyond expectation (P=.05) as measured by the Stanford Achievement Test (SAT)

Statement of Evaluation Objectives

To determine if, in reading comprehension and word study in grade 3, and in reading comprehension in grades 4

through 9, the target population will demonstrate achievement beyond expectation (P=.05) as measured by the Stanford Achievement Test (SAT).

Evaluation Design and Methodology

The evaluation of the program called for the District to employ outside evaluators who would develop assessment techniques which include checklists, observations, interviews and informal assessment including conversational information and informal tests and assessment given to children. Statistical analysis on the SAT is done in addition.

The evaluator was given the responsibility for evaluation sometime after the first of the 1979 school year. Two visits were made to each of 17 schools during the spring semester, and 1 visit was made to the other 2 schools in the district. The appended evaluation forms were used during the visits. In addition, an informal teacher rating scale was utilized to evaluate individual lessons. Interview and evaluation forms and rating scales may be found in the appendix attached. The evaluator spoke with all of the principals twice in the schools visited. In addition, the evaluator was able to observe 78 CRTs and approximately

twice that many paraprofessionals. After receiving minutes from the staff meetings, for the early part of the year, the evaluator attended one teacher training workshop meeting and received materials, checklists and order forms utilized in the program. The evaluator met the Superintendent and the District Reading Supervisor and the District JHS Reading Coordinator on several occasions. Materials, both teacher made and commercially made, were collected to document the work done in classes. In addition, copies of all tests, and coding materials were collected. Interview forms and evaluation checklists may be found in the appendices.

Measures of Student Progress

Students in the program are screened using the New York City test given in the Spring as well as the informal tests listed above. Progress for these students is in fact measured on the pre and post test Stanford Achievement Tests, since the New York City tests have been changed frequently. The expectation is that the students will achieve more of what would be expected from regular instruction by participation in the special program.

Findings

District 17 is an unusually homogenous district. Most of the schools are overcrowded and in older neighborhoods. Mobility is high among the students, but not among teachers, who find the district an exciting environment in which to work. Housing is somewhat run down although at one time, this district was very prosperous and includes some lovely old mansions and brownstones. The homes near Eastern Parkway are still lovely--as you move away from the Parkway, housing is less prosperous.

The District Reading Supervisor is highly conscientious and able. She is fully aware of all the difficulties and as well as the strengths in the program and among her staff. Moreover, she is extremely knowledgeable about reading techniques and instructional programs as well as organizational process and staff development. Without the dedicated effort of the supervisor, it is doubtful if the program would be as successful as it is. Not only does the supervisor demand a great deal of herself and her staff, she also is able to cultivate a spirit of caring and to imbue her staff with a sense of individuality and purpose. She observes cases when special effort is needed and she is careful to guide the staff in specific ways to change

behavior. Most of the teachers and paraprofessionals in the program took special effort to acknowledge her invaluable support of the program. The District Reading Supervisor is aided in her work by an able District Supervisor- JHS Coordinator who works with her in terms of developing the program in the Intermediate and Junior High Schools. During sessions when the District Reading Supervisor conducted in-service workshops, careful agenda combined with effective educational programs and instruction.

The reading staff including the teaching assistants or paraprofessionals is the most qualified that this evaluator has seen. It was remarked above that there is low teacher turn-over; in part, this is due to the total professionalism that exists in the program. Not only were the corrective reading teachers outstanding for the most part, the paraprofessionals assisting in instruction had been with the program for long periods of time. These assistant teachers were well prepared and very much on top of the teaching of reading process. Many were on point of receiving their own teaching certification in after school college programs. Teachers in the program were highly skillful in some cases, and nearly brilliant in the way that they were able to reach children, drawing them out and integrating the reaching program into personal interest themes for children.

The program integrates the reading program into all aspects of the classroom instruction. First, the classroom teachers and paraprofessionals are given techinques for teaching reading to which they would not otherwise be exposed; second, reading in the concent areas is done in the instructional program. Thus the teacher becomes aware of how to integrate reading into all of the teaching of the day. In addition to the Title I reading program, the classroom teacher in the elementary schools conducted regular reading lessons. The reading program conducted by the Reading Resouce Teacher supplements the Tax Levy program. These Title I children were receiving double instruction and were learning to do sophisticated reading tasks such as using the dictionary, learning metaphors, critiquing a newspaper, reading about a recent exhibit of King Tut or learning the differences between fact and opinion.

In as much as this report is being written in a time when there is a stress upon the notion of "no more pull-outs" and a main streaming effort is being conducted in New York City in order to comply with PL 94-142, the evaluator notes that this program combined with the PSEN program that supports it, would be a model program that could be implemented throughout the city. It combines positive support and retraining services to the regular classroom teacher without

pull-outs but with advantages of small group instruction. The regular classroom teacher receives support and retraining; the children are dealt with in terms of individual needs and on the basis of diagnostic prescriptive techniques. The affective needs of these "failing" children are well-met. The children when asked said that they loved the program and their teachers. Teacher, on the other hand never seemed overwhelmed by the "acting out" child. The paraprofessionals are well utilized; the community is involved. In many cases, the teacher for the day in a small group was a neighborhood paraprofessional, who well understood the children's needs, and was able to help not only at school, but after school.

Another benefit of the program was the very great emphasis on parent participation. Parents were involved as parent helpers in the home, parent instructors in the school, parent patrollers in the school, parent participants in after school study centers and programs and parent evaluators. Teachers found time to call by phone when students had achieved well or needed help. Although most parents were too busy to come to the school, some did and many participated by other means. The school is a hub of activity for the community; this program is focal in that effort.

The above description connotes another basic attribute of the program. That is, the reading teachers, the classroom teachers and the paraprofessionals in the program seem to regard it a privilege to be in the program. Positions in the program are vied for; once in the program, no one wants to leave including the children-- and everyone seems to take great pride in their work and achievements. In short, this program is a model in many ways--no pull-outs happen, mainstreaming occurs, small groups function; as an inner city program, the progress and pride of the teachers and students alike should be emulated.

Schools are overcrowded and many do not have adequate reading facilities, that is reading resource rooms which include adequate space for storage of materials, conferences and the like. Principals especially at the elementary level know that reading is critical to all other progress and endeavor to maintain at least one room for a reading center. However, for some it is difficult to plan for paraprofessionals and classroom teachers when not enough space is available. Artful scheduling has been done, but there seems to be no answer to the overcrowding except for opening new schools.

The District Reading Supervisor under the auspices of the District Office plans highly effective and well

designed meetings for reading teachers, classroom teachers and paraprofessionals in the program. She is an on-the-job supervisor with a reputation of knowing more about reading than "many college professors;" both the supervisor of the program and the coordinator who works with her are out in the schools, demonstrating, upgrading, arranging and participating. Pride in the program is manifest and permeates the atmosphere from the contact principal, to the teachers and children.

Strengths of the Current Program

In general the evaluator found that most of the recommendations from the previous year had been followed for this year's program. The District Supervisor seemed to be directing the program as a full time highly active and dedicated particpant; the coordinator working with her was in the schools frequently. Teachers remarked on their consistent support.

Teachers were still being used to cover classes when teachers were absent, but evidently not as flagrantly as the year before. Attention should be paid to this aspect of the program. Continuity is lost; classroom teachers become disenchanted because they cannot count on the reading teacher's presence.

The amount of paperwork continues, but for this observer, none of it seemed to be unnecessary. All of the records and materials, the diagnostic prescriptive sheets, the contracts, the lesson plans and the materials preparation seemed necessary and in fact, aided the teacher in instruction. One card, the yellow Title I Profile sheet could be eliminated.

The cooperation among the staff at most schools seemed excellent; the paraprofessionals, the classroom teachers and the reading teachers seemed to support one another and indicated high morale and appreciation of one another's skills and ideas.

Most teachers did implement programs where not only skills were taught--themes, metaphors, propaganda techniques, newspaper work, bookclubs, library reading occurred along with skills instruction. One needed skill was taught frequently in this pre-test period--namely, test-sophistication skills. A few teachers did not seem to be teaching appreciative and affective dimensions of reading, at the beginning of the semester. End of term visits indicated the appreciative and 'fun' dimension of reading was included.

Some one-to-one instruction occurred, but the

evaluator suspects that most of the non-achievers had long since learned to cover their inability with silence and these students were no apparent to the observer.

Parents were involved in the instruction of their children not only as paraprofessionals, but as observers and evaluators. By the end of the year, the evaluator came to see more and more parent involvement, though not in the sense, that parents came to the P. A. meeting. Many CRTs conducted home study programs, gave parent workshops, provided books and assignments to children and in general had the parents interested by telephone calls and notes.

Contact hours with the children in the program had increased over last year, although more periods could be devoted to reading instruction at the Junior High School level.

Thus, most of the recommendations were followed in planning for this year's effort; the Reading Supervisor and her staff are to be congratulated on their ability to reorganize when it benefits the students.

Current Program Effectiveness:

It cannot be stressed enough that if no change were to be suggested or were to occur, this reading program would

be a model inner city program. In general, District 17 is an "upbeat district". Teachers still believe in the children and in their own professionalism. Most of them are gifted professionals, who know and care for the children whom they teach. They are not defensive, but enter into an educational experience with anyone who cares to discuss their programs with them; these teachers and paraprofessionals are interested in innovation and improving their own techniques for teaching. Thus they are entirely open and active in the District at all levels. Parenthetically, it should be noted that in the light of the above commendations, it was enlightening and exhilarating to be part of the program as an evaluator

The recommendations which follow should be couched in the notion that the Upgrading Reading Program Grades 3-9 is highly effective in reaching children affectively as well as instructionally. Reading achievement has been noted in all phases of measurement in the past and will undoubtedly continue this year. Further, teachers and teacher assistants are being retooled and retrained; a great deal of staff development is manifest. The Reading Resource Teacher is a true educational leader and provides advisement and support services; this person is also able to circulate among a number of classroom teachers in the program, providing a

communication link for interpersonal professional effectiveness. With the strong paraprofessional component and the feeling among the paraprofessionals that one is "special" if chosen for the reading program, the reading specialist is able to get strong community support and parent cooperation for this program. Finally interviews with children revealed that they liked the program, the personal attention, the small groups, and the opportunity to learn; most students felt that the program was helping them with their reading.

In the context given above the following aspects of the program were noted:

Record Keeping, Written Planning Period, Scoring Tests

Individualization of reading instruction, combined with concern for the emotional and functional needs for each child cause the record-keeping and written work for this program to be very heavy for the Remedial or Corrective Reading Teacher and her staff. The amount of inter-staff planning, the flexibility of instruction and the rearranging of groups to meet individual growth patterns is exceptionally fine, but very demanding. In addition to the written records for the program, registration of materials, reallocation of materials and their distribution as well as ordering of materials are added to the Reading Teacher's work. It is

almost miraculous that the Reading Staff at each school is willing to do so much of this required activity. There is an abundance of materials in the reading program at each school, even when materials for the Tax Levy programs are minimal. Teachers and reading staff do their own planning based on their training, their ideas and the children's needs; the staffs in the various schools seem to have very expansive notions as to how to teach reading and thus meet children's need in a variety of instructional programs. Thus teachers are actively implementing creative ideas and preparing teacher made materials to interest their students.

All of the above tested laudatory activity causes a great deal of paperwork to ensue. CRTs and RETs are overwhelmed by the paperwork in the program. The latest demand by the State via the District 17 office to fill in the computer record sheet with very complex data is causing damage to the morale of the teachers. Some of the paperwork of the teachers must be cut down. What comes to mind is the deletion of the latest data sheet and the Buff-colored student profile card, since the same information is contained in other records. In addition, by using a District 17 created scoring master, the IBM sheets used by the upper grades (and all grades on the New York City tests) can be machine corrected. Finally, if these programs are continued, data gathered from machine scored tests should be recorded once by the teacher and then

put into a computer retrieval system, whereby, when specific kinds of information are required, print-out can be requested without requiring double entry by teachers of any data of any kind. A system analyst with requisite computer skills should be turned loose in the Board of Education in order to save teacher time and to insure students maximum instructional time.

Additional Instructional Time

A great deal more instructional time would be provided to teachers under the plan suggested above, given a year or two to implement such a data collection strategy. In the interim, tests and data collected on or around June 1, can be corrected the second week of June, thus allowing teachers to continue instruction to the students. Programs during these weeks following testing would emphasize appreciation and enjoyment of reading, with materials which were appealing and/or paperbacks. In this way, the termination of the reading program would not lead to the end of school letdown and children would have added valuable weeks of instructional time. It should be noted here, however, that a very high level of instruction continued to the end of the program. The absence or truancy of children was remarkably low. They obviously enjoyed their reading time.

Sharing Materials With Other School Staff

In a few schools more materials could be shared with the classroom teachers and with others on the school staff. Title I children seem to receive the bulk of the most appealing materials: the Title I guidelines should be changed in this respect.

Programs to Insure the Maintenance of Reading Skills During the Summer Months

In surveying test scores, it was apparent that many children suffered decay of reading skills and abilities over the summer months. Some teachers seemed to meet these needs with a great deal of ingenuity. Home assignments occurred in some cases. All teachers had a paperback program, whereby books were distributed over the summer months for summer reading; others were providing parents with lists of summer activities. Another school provided Parents Day activities whereby parents were encouraged to continue school activities in the home. Five elementary and one junior high schools were having summer school , so that Title I children throughout the district would have a place to go over the summer to continue the help that they had received during the year. The District 17 schools summer reading theme was a "Reading Through the Arts" program which included field trips and recreational trips in combination with a

reading program. More of this positive summer reading activity should be instigated throughout the program.

Abundance of Test Taking

The children in the Title I program are tested and tested and tested. Formal tests--two New York City Tests and two Stanford Achievement Tests--are overdone and should be able to be reduced by at least one or more. The most obvious way to reduce the informal testing would be to make it criterion referenced; thus small informal tests would not seem like tests. The informal tests given out by the District 17 office should be criterion referenced and probably rethought. Teachers of better readers in sixth grade and above, should understand that they do not have to begin at the first level of the phonics test and the structural analysis tests given out by the District Office. Probably the individual target sheets should be redone in terms of including more comprehension items especially for the more advanced student, taking the shortest and the best items from such tests as the Practice Readers, the Target Blue, the Mann-Suiter tests, Book-lab, TACTICS, the Silvaroli, Prentice Hall Potter & Rae Informal Reading Inventory, and the Brigance Tests. These new target sheets would focus less on word attack, except at a sophisticated and integrated level and much more on comprehension and sophisticated

language development skills especially as this development relates to the reading task.

Some skills in comprehension are not tested informally and not tested in depth. An item analysis of SAT would help provide some break-down of skills. Using the above test materials and others, it would probably be useful to form a committee of some of the most experienced CRTs and RRTs and come up with an informal reading test which would be used more or less uniformly at each grade level. Such a system would insure that all teachers were aware of all of the kinds of skills that are involved in comprehension.

Testing and Screening of Learning Disabled, Emotionally Disturbed and High Truant Children

A very, very few children are not profiting by this program because screening which would truly diagnose the cause of disability does not occur. Diagnosis for their difficulty is either too gross or non-existent. One-to-one instruction or a highly effective learning design will not aid learning to occur, since the source of real dysfunction is not being treated. Parents should be reached and encouraged to allow the kind of testing and instruction which would be most beneficial to these children. In cases

when little or no improvement in reading occurred, it was noted that high absence had been the rule. Again, parents must be contacted and made aware of the value of a consistent school program.

Inservice Workshops

It should be noted that the inservice program and training of teachers and paraprofessionals is outstanding. Agenda were evident and held to; current concerns were expressed; the nature of instruction was high level and exemplary. There is an idea exchange at the inservice meetings and small groups meet to discuss individual needs. However these teachers are highly experienced and highly creative; they can learn even more than they do from one another. The District Supervisor might encourage more of this sharing by assigning teachers with exceptional ideas and programs to present them in small groups, or there might be a book fair, materials display of innovative ideas or an ideas display whereby the persons involved in the program would share with one another.

The idea of themes was suggested by the evaluator last year. This suggestion was appropriate, and was carried out by the reading staff. As good ideas derived from

teachers, CRTs and RRTs these themes could be shared along with the other ideas suggested above.

Schools and Instruction

Two schools seemed to be more constantly broken into and materials and equipment seemed to disappear at a much higher rate than in other schools. Theft was not very great in most schools, taking into consideration that the District is an inner city situation. In these two schools the less constructive atmosphere is due to factors outside the reading program, which are exceptional in both cases. Where such hostility occurs, the environment is less than satisfactory and does have an effect on the climate of the reading program.

In the mind of this evaluator only one CRT in the program was totally ineffective. When this occurs, the person should be instructed to improve; should improvement not occur, then the person should be removed.

Coverage of Non-Reading Classes

Coverage of classes for regular teachers who were

absent was still occurring in the program though to a very minimal degree depending upon the school. However classroom teachers who had counted on small group instruction and extra support sometimes found that their plans had gone awry and one remarked, "Either come consistently or don't come at all." The reading program must be considered one of the most important programs in the school to be relinquished only after all other means for using substitutes have been exhausted. District 17 is essentially a "good" district; it should not be that difficult to get substitute teachers. However, if the Board of Education persists in low "sub" salaries the difficulties of getting substitutes will increase. After deductions, one is better off on unemployment.

Congeniality of Faculties

In some schools, greater tidiness, organization of reading rooms and classrooms and materials could aid effectiveness and efficiency in the program. Students should be asked to help in this effort as well as paraprofessionals and teachers; again in selected cases, greater reading room decoration with more attention to the aesthetic could occur. In some cases, schools badly needed paint and plaster; though this is not a flaw in the program, the environment in which a program occurs has a great deal to

do with its effectiveness. The age and terrible shabbiness of some schools has to hinder effective teaching. In the more modern schools in the district, children and teachers were much happier, more proud and more enthusiastic. New buildings once started should be completed; remodelling once begun should be finished.

Allocation of Space for Small Groups

When possible and where voice-over is very great, the regular class should be divided between the regular classroom and the reading resource room. In this plan, if four groups could not work well in the room, three groups could work in the classroom, one group would return to the reading resource room, or work in an alcove or in the hall near the classroom. When the above suggestion is followed, a high degree of interpersonal planning should occur: teacher should be guided, plans should be provided to teachers and assistants, paraprofessionals should be carefully directed, materials should be shared, and groups should be rotated. In this way none of the advantages of the program is lost and more secluded instruction can occur. It must be added however that classroom scheduling is highly individualized by schools and whenever space allowed, flexible scheduling of facilities occurred.

Lesson Aims

In all cases, the lesson aim should be on the board, so that it is before the children. In most cases this occurred, but there were instructional slip-ups regarding lesson objectives.

Staff Development Vis-a-Vis Model Programs

Visitation between schools should occur for the staff of the programs. Some schools and programs are more outstanding than others. When especially fine teaching occurs, when teachers have created effective organizational patterns, when teachers have created special materials and special programs or when highly innovative commercial materials are utilized, teachers from neighboring schools should be encouraged to visit these model programs and grow from one another. This would be true for the instruction staff at all levels--classroom teachers, corrective reading teachers and paraprofessionals. This exchange and visitation could occur as part of the in-service training program.

Adequate Facilities

More support space for the reading program should be provided. Most schools, particularly the junior high

schools and the intermediate schools were frighteningly overcrowded to the point of danger in terms of large group control. In some cases the reading program was being conducted out of custodial closets and children could not sit comfortably if at all. The teacher in one case, had to teach standing outside the door. It should be made clear by the principals and the reading directors that reading instruction and other instruction cannot be best achieved under these conditions. In one school, the program was conducted in triple sessions. Clearly the two or three new schools in the area which were under construction, but not completed due to budget cutbacks, must be built in order to accommodate the numbers of children in District 17. If these schools were completed and occupied, adequate space for these outstanding programs would be provided. Though space is a problem for the program, it is not the kind of change that can be instituted within the framework of the program. Thus District 17 personnel and the School Board must be made aware and apprised of how to exert political pressure in order to gain better facilities for the District.

The Parent Observer

Teachers and principals should be made aware of the criteria by which parents are observing within their

classes. Teachers and corrective reading teachers as well as paraprofessionals should be advised to be prepared in accordance with the guidelines provided to the parents. Parent observers should be careful to stay within those guidelines. Parent observers should be advised of the professional ethics involved when working for the district office. One parent observer who seemed to view conditions negatively, vowed she could do a better job and had applied for the position--clearly a conflict of interest. Clearly most parents were positively supportive of the program and of the schools.

Title I Program Guidelines

Title I Program Guideline developers should rethink their specifications. Instruction in reading should be provided to students in poverty impacted areas at all levels of achievement, not only at the level of underachievement. If "nearly average" and "above average" readers received the kind of intensive instruction that the less achieving receive, far more talent would emerge and many more children would escape the bonds of circular poverty. No attention is given the average child and thus all of the children are kept from achievement, since student models of behavior achievement do not occur in this neglected "average" group. Should the same

kind of rigorous program be given these achieving youngsters, reading scores would soar and student leadership would not be diminished or lost. Title I Guidelines must be changed to accommodate this suggestion.

Conclusions and Recommendations

The Upgrading Reading Program-Grades 3-9 is one of the finest programs that it has been the privilege of this evaluator to observe. The administrative staff is creative, able, hard-working, concerned and appreciative. The teachers in the program, especially the RRTs, the CRTs and their staff generate this same kind of professionalism and favorably effect the schools and communities in which they work. The parenting aspect of the program is one which highly involves the community in unique ways. The schools themselves focus as a touchstone for community concern and are relatively secure for children and teachers alike. Given this context, the following summary of recommendations is made:

1. The program should be recycled and if possible expanded for the 1979-80 school year. The program should be used as a model for the non-pull-out and for the mainstreaming efforts in New York City.

2. Some of the record keeping and testing should be

rethought and probably computerized in order to deliver more services to children and to utilize teacher time more effectively.

3. Instruction should be continued into the month of June if possible by reducing record keeping.

4. Summer programs and activities should be devised in order to maintain reading skills of students in the program.

5. Test taking should be reduced in the program. Criterion tests which seem more like games or instructional materials should be used, to reduce test taking aspect of the program in the eyes of the children.

6. Other informal tests of reading should be used at some grade levels.

7. Children who are learning disabled or emotionally disturbed should be put into other programs. Parents should be made aware of the damage done by high absence from school.

8. Teachers should participate in exchange sessions of a more structured nature at the inservice level.

9. CRTs and RRTs should be used less for other class coverage.

The Board of Education should be encouraged to raise salaries of the substitute teachers.

10. The nature of the facilities should be looked into. Teachers can attend to aesthetic dimension, but in many cases, facilities are simply inadequate or dilapidated.

11. A variety of space allocations should be provided to teachers when voice-over is very great in the regular classroom.

12. Lesson aims should be on the board or visible in all cases.

13. Staff should be encouraged to visit various model programs to get ideas for their own instructional program.

14. Each reading staff should have adequate facilities for instruction, for offices, for materials.

15. Parent observers should be carefully instructed with regard to protocols, potential conflicts of interest.

16. Title I Program Guidelines should be altered to provide for all children in a poverty impacted area.

CAROLYN HEDLEY
Evaluation Director
Fordham University
School of Education

EVALUATION REPORT: UPGRADING READING, GRADES 3-9, DISTRICT 17

Logistics:

Evaluation of _____ Component, e. g., class

School _____

Address _____ Telephone _____

Hours of observation _____

Date of Observation _____
day of week date

Teacher in Charge _____

Evaluator: Dr. Carolyn Hedley, only.

Protocols Observed for Evaluation

Please go to the location indicated above on the date listed on my estimated schedule. Before going to the school where you are observing, please phone the Coordinator and Principal. Upon arriving, please stop by the School office to notify the Principal and/or Director of the Title I Program in that school. Notify them of your arrival, sign in and receive directions for finding the project.

When you reach the component(s) you are to observe, be friendly but business-like. Talk with the students, teachers and assistants, when it is possible. Receive the consent of the head of the program and personnel involved and try to conduct these interviews outside of the teaching area.

Fill in the student, teacher/staff interviews when it is possible and appropriate. Some of these questions and check-lists can be filled in by the participants. Many will have to be filled in in part and finished after the observation has taken place. If "forms" become a threat, do not use them. If the teacher and class do not wish to be observed at a particular time or place, please conform with their feelings. If class is not in session, you may wish to conduct an interview instead.

Above all, please seek to keep good rapport with the personnel in the program.

DESCRIPTION OF THE PROJECT

Community:

General impression of the neighborhood:

Housing:

Social Composition, Community facilities and functions:

School:

General impression of the school:

Description of the personnel and procedures related to finding and developing your assignment:

Congeniality toward learning, physical facilities, materials, support services, etc."

Class:

Grade levels of the children in the class:

Number of children in the class:
Boys _____ Girls _____

Adult-student ratio:

Ethnic groups represented:

Number of personnel in program

Supervisors _____ Assistants _____
Teachers _____ Secretaries _____
CRTs & RRTs _____ Other _____

Teacher turnover in school:

Students turnover in the school:

Classroom:

General description of the program:

General description of teacher/para planning

General impressiom of teacher style:

General impression of the children's attitudes:

General impression of facilities and materials:

Kinds of grouping and types of study and instruction evident:

Innovative techniques and innovative materials observed: (List all materials by name which you thought useful.)

Role of paraprofessionals during your visit:

List all the materials and methods used in the program on a separate page.

Diary of visit and observations: (continued on back of page)

SUMMARY OF INFORMATION FROM THE OBSERVATION: PROJECT EVALUATOR

To be completed after visit.

1. Are the objectives of the program being met?

2. What are the outstanding contributors to the achievement of the objectives of the project?

3. Describe why or how the features are contributing so effectively to the achievement of the objectives.

4. If any of the objectives are not being met, summarize the probable causes.

5. What unexpected outcomes are being achieved by the project? How did they occur?

6. Summarize your recommendations to improve or redesign the project in the next year's operation.

7. What practical advice or suggestions will help in establishing a similar project, especially with regard to administration and personnel?

8. Describe effective practices developed by the program which are being integrated into the regular school program.

INTERVIEW WITH TEACHER/COORDINATOR--TO BE USED IF TEACHER IS NOT TEACHING.

Name _____ School _____

1. What do you feel are the greatest strengths of this program?

2. How would you change it next year to elaborate on what you have already done?

3. What is the method that you use for guiding paraprofessionals/ classroom teachers to help you in the program?

4. What are the materials and techniques that you feel are most effective in the program in terms of:

   a. General comprehension

   b. Oral language

   c. Written language

   d. Comprehension in the content areas:

      *Literature

      *Mathematics

      *Science

      *Social Science

      *Other

   e. Word analysis skills

   f. Learning skills--learning rate

   g. Interest and enthusiasm for the program

5. What materials, techniques developed by <u>you</u> and <u>your staff</u> have proved effective?

INTERVIEW WITH TEACHER/COORDINATOR (cont.)

General Background:

1. Has the program altered since its inception? How are the findings of previous evaluations being integrated into the present program?

2. Has the population served by the program changed markedly since this project first began? (A) With regard to achievement level? (B) Disability level? (C) Poverty level? (D) Emotional difficulties level? (E) Ethnic differences? (F) Which children are eligible for this program? (G) How does selection occur?

3. How does this program integrate with the other subjects taught in the school?

4. How do other programs benefit from the personnel and programs and materials used in your project?

INTERVIEW WITH PARAPROFESSIONALS/EDUCATIONAL ASSISTANTS--TO BE USED, WHEN NOT TEACHING

Name _____ Classroom Teacher _____

School _____ Corrective Reading Teacher _____

1. What do you like the best about this program?

2. Can you see the youngsters are doing better now that they are here?

3. Next year, what would you like to do, if anything, to try out new ideas?

4. How do you know what to do or to teach every day?

5. What materials work out best for:

   a. Helping children to comprehend and understand what they read?

   b. Helping children speak more?

   c. Helping them to learn and to know words?

   d. Helping them to hear thesounds in words?

   e. Helping keep up their interest and enthusiasm in the program?

6. Have you tried out any new ideas of your own, with the permission of the teacher, to help the children learn to read?

FINAL QUESTIONNAIRE

Status:

___ Director
___ Advisor
___ Consultant
___ Support Staff
___ Teacher
___ Teacher Assistant
___ Teacher Aide
___ Student

___ Other _____
_____
_____
_____
_____

School: _____

I. If you were going to be or are going to be in this program again, what things would you like to have kept in the program?

II. If you were going to be or are going to be in the program again, what things would you like to see dropped or deleted from the program?

III. If you have favorable feelings about this program, we would like to hear them. If you have any other ideas for this program would you put them here.

IV. For Children:
Draw a picture of the thing you liked best in this program.

EXECUTIVE SUMMARY

Upgrading Reading, Grades 3-9 Function #5065-91622

The purpose of this specially funded reading program in District 17 is to provide individual and small group instruction to pupils reading below grade level by at least 1 to 2 years. The program augments regular classroom reading and language arts instruction. The program was found to be highly and effectively organized, effectively and enthusiastically implemented; it was found to be valuable not only in terms of reading instruction, but in terms of staff development and community relationships. All of the suggestions by the evaluator of the previous year had been rigorously attended to; the program showed none of the effects of any erosion. His evaluation was highly favorable; if anything the program is even more effective this year. Moreover it has many implications for programs that are presently under consideration at the Board of Education in that it implements the mainstreaming, and non-pull-out concepts.

The major strengths of the program are:

1. a high able, organized, creative, sensitive and intelligent

reading supervisor who knows how to select staff and teachers in order to build one of the most effective reading programs, probably in New York State.

2. a hard working, able and experienced staff, not only in terms of teachers, but with regard to paraprofessionals in the program. This teaching team goes into a classroom prepared, dedicated, and effective, with high sensitivity for each other and for the children in the program.
3. a good relationship between the reading team to the staff in the school and who work with the program, and who are able to integrate the reading skills stressed in the program with the other subject areas in the curriculum.
4. a fine ability on the part of the teachers and staff of the program to teach not only reading skills, and test sophistication but to instill a love of books and of language.

The following suggestions for the program take on the aspect of being pecayune. The program has been in place, as a highly organized and well thought out means of reaching children in terms of learning to read. The staff who originally started the program are still in place and just as enthusiastic and hard working as when the project began. Being conscientious, they have heeded nearly all of the suggestions of past evaluators and indeed, the recommendations

of the present evaluator, in the interm report. So there is nothing really to improve unless one would want to upgrade:

1. the record keeping system by bringing in a systems analyst who would computerize the whole system--including scoring of all tests and recording all data on a single data bank to be called off when needed for the various agencies. The state ought to have a system of control for all records asked for from the schools and that information should be stored and produced when needed.
2. some of the informal reading tests for the upper grades, especially with regard to the word attack skills.
3. the tidiness aspect of some of the centers. Also encourage the School Board to request completed and remodelled facilities where needed.
4. the screening of children with special learning handicaps, so that they get the proper support for their difficulty, sometimes that support system must be other than a superb reading program.
5. Changes in the Title I guidelines, so that all children can receive these services if they are in a poverty impacted area. Moreover, these children should be allowed to utilize the Title I materials.

Reading 91622

A examination of the statistical analyses displayed in Table 1 indicates that the Distric's Title I reading program successfully met its criteria for each grade level. In other words, the average post test score (May 1979) was significantly higher (p=.05) than that which could be expected on the basis of the pre-test scores (Sept./Oct. 1978) as measured by a USOE Model A.1 Analysis. (As indicated in the footnotes, this analysis was conducted, according to SED quidelines, using Normal Curve Equivalents converted from the percentile scores which were reported by the reading staff.)

Table 1.1, below, displays the number of months of growth (G.E.) for each grade level. According to the test publisher 8 months (.8GE) is "expected" for a student who is reading on Grade Level. Title I guidelines, of course, require that all target students be reading below that "average" level.

TABLE 1.1

AVERAGE GROWTH IN MONTHS (GE)

GRADE LEVEL	PRE-POST GROWTH (GE - .8=8 months)
3(W.S.)	.9
(Comp.)	1.2
4	1.2
5	1.9
6	1.8
7	1.4
8	1.6
9	1.2

It will be noted from Table 1.1, above, that the average growth of the target population for each grade level exceeded that which can be expected for students reading "on grade level".

Having made this analysis, unfortunately, there continues to exist large numbers of District 17 students who are reading considerably below grade level - a situation which has a multitude of negative side effects. This situation continues year after year, even though the reading program meets its stated objective. It is obvious that a more depth analysis must be made.

It is well known that District 17 suffers the negative effect of a highly mobile population. The constant moving into and out of the District affects the statistical analysis in unknown ways. It is imperative, therefore, that an analysis be conducted which will examine the growth of reading achievement for those students who have resided in the District for 1, 2, 3, or more years and who have received Title I assistance during that time period. (It continues to be the recommendation of the evaluation coordinator that this information is necessary before a comprehensive reassessment of the program can be made. (This information is readily available from each student's permanent test record card and will not take more than five minutes per child to record.

In summary, once again the District 17 Title I Reading Program has successfully met the established criteria. However, it is essential that the follow-up analysis described above be conducted before the program's evaluation can be called complete.

C.S.D. #17

TABLE 1

STATISTICAL ANALYSIS (U.S.O.E MODEL A.)

READING (91622.) (Stanford Achievement Test)

GRADE LEVEL	SUB-TEST	N'	PRE-TEST[2] MEAN (G.E.)	POST-TEST[2] MEAN (G.E.)	t VALUE [2,3]
3	Word Study	1657	2.0	2.9	25.5825*
3	Comprehension	1650	2.1	3.3	30.0092*
4	Comprehension	1430	2.8	4.0	4.4826*
5	Comprehension	1404	3.3	5.2	32.0947*
6	Comprehension	928	4.1	5.9	23.1158*
7	Comprehension	992	4.5	5.9	13.4441*
8	Comprehension	987	5.0	6.6	14.8716*
9	Comprehension	57	5.3	6.5	3.9457*

1 N = the number of students for whom both pre and post test scores were available.

2 Computer analyses, as per SED regulations, were conducted using the Normal Curve Equivalents which corresponded to the reported percentile scores. These NCE values were converted to Grade Equivalents using the Test Publisher's Manual.

3. An * indicates $P \leq .05$ or successful results according to the proposal.

PROGRAM FOR: LEARNERS OF

ENGLISH AS A SECOND LANGUAGE

Function # 5065 - 91624
5065- 9872

Dr. Harvey Nadler

Program for Learners of English as a Second Language

Function # 5065-91624
5065-98[illegible]

Because this is a re-cycled program, this report will begin with a look at the recommendations in the 1977-78 evaluation report.

I. Findings of Previous Evaluation (1977-78)

A. At all grade levels the average percentile rank scores were at the extreme low end indicating that the English language skills of these students necessitates continued efforts at remediation. It is recommended that the ESL Coordinator and evaluator meet to determine if any programmatic changes are indicated.

B. The Pupils

1. The evaluator found some of the materials and techniques are "...below the level of maturity and competence of the pupils being taught. This condition can be corrected, to a great extent, by using better placement procedures..."

2. District personnel "...must develop procedures for accurately assessing academic performance and social maturity so that pupils may be moved into the appropriate level or to the mainstream."

C. The Teachers

1. "All of those interviewed, stated that they felt they could benefit from more demonstration classes, workshops, etc."

2. Teachers indicated interest in some of the current techniques (Silent Way, Counseling Learning) and other new methodologies and they should be encouraged to enroll in such courses at local universities. Instructors of such courses should be invited to participate in the monthly seminars.

3. The District should take advantage of some of their excellent teachers who are creative, cooperative and generous in sharing their ideas and experiences; those teachers should be used for demonstration classes, workshops and the orientation of new teachers.

4. Communication between the ESL teacher and the regular classroom teachers remains a problem in most schools because of scheduling problems, the location of classrooms, teachers working half-day sessions in different schools, and possibly reasons known best by the supervisory personnel.

5. Limited membership in professional organizations or participation in professional conferences. It is strongly recommended that the District ESL Coordinator make available the literature (of TESOL and NYSESOLBEA) and encourage the membership and participation of all of the ESL teachers in the District.

D. The Educational Assistants

1. The EA's were rated "less than fair to very good." In some instances the EA could not communicate with pupils whose first language was not the same as the EA's.

2. Most of the Educational Assistants have accents, to some degree, and their command of the structure of English is frequently less than desirable. Their English language proficiency should be made a primary consideration for the supervisors, the coordinator and the District Office.

E. The Program

1. In general, the program is achieving its stated objectives.

2. Pupils are being moved into the mainstream as appropriate in some schools.

3. A number of teachers are including content areas (math, social studies) in the lessons.

F. The In-Service Program

1. Provision should be made for demonstration lessons given by the superior teachers at the monthly workshops and in the actual classrooms of the District.

2. Teachers, supervisors, and the Coordinator should examine, evaluate and develop a productive, effective approach to the theory and practice of lesson planning. Classroom observations revealed that there are teachers whose weaknesses are traceable to a lack of familiarity with the lesson, in using appropriate techniques, and in poor selection of activities.

G. The Physical Plant

1. Many of the ESL classes are located in deplorable conditions

2. The corrections of these conditions require the attention of the supervisory personnel, the teachers, the coordinator and the Superintendent.

H. Supervision

Although the ESL Coordinator was rated very highly, she cannot do the supervisory job alone. She needs help, and since the local supervision is usually done by a general supervisor not trained to deal with all aspects of ESL, it appears that some assistance should be provided.

I. Evaluation Process

1. Teachers should not give review lessons when scheduled visits are made unless such lessons are called for at the time, whereupon the visit should be rescheduled.

2. The report is based on only two visits per teacher, which has limitations.

3. The Cooperation of all district personnel in the evaluation pro-

cess was highly commendable.

II. Brief Description of the Program

A. This program is designed to provide intensive English language instruction to improve skills in listening, comprehension, speaking, reading and writing to prepare Title I eligible pupils to eventually function in a regular class of English dominant speakers. Participating pupils will have been pre-tested on the Language Assessment Battery to determine their needs in vocabulary, sound discrimination, grammar and sentence meaning.

B. An important component of this program will be the provision of cultural awareness of the pupil's new culture as well as helping the pupils to become aware of the mores of their own cultures.

C. ESL reading shall be taught according to the children's mastery of the oral English language. Intensive ESL instruction will be provided for those pupils who are in a bilingual class in addition to that which is provided by the tax levy teacher. More intensive services in ESL instruction will be provided for those children who cannot be served in a bilingual program because no bilingual program exists in their school or because there is none for their grade or for their particular dominant language. Where possible, these pupils will be given longer periods of instruction in ESL.

D. Groups will be arranged in sizes of 10 to 15 pupils.

E. One teacher to 10 to 15 pupils will be scheduled depending upon homegeneity and scheduling, with one educational assistant to 5 to 10 pupils.

F. English language texts will be used to develop the pupil's vocabulary and comprehension. English library books will encourage reading. Audio-visual supplies such as tapes and recordings will promote auditory sound discrimination and English language patterns. General instructional supplies such as the

Language Master, filmstrips, tape recorders, cassettes and workbooks, will be used as an aid in English language development-skills practice. Commercial and teacher-made games and instructional devices will be used to individualize the program. Audio-visual materials will promote better speech patterns and oral language development.

NOTE: Services for kindergarten pupils are provided in this component. The District strongly feels that non-English-speaking pupils need to learn English as quickly as possible and cannot wait until they are in first grade to begin Title I eligibility. Research shows that the younger a child begins another language the more quickly he learns it. Kindergarten pupils who participated in the District's 1977-78 Title I program for Learners of English as a Second Language made statistically significant gains beyond what was expected.

III. Evaluation Design

A. Objective: The target population will demonstrate significant gains in achievement ($p = .05$) in English language skills as measured by the Language Assessment Battery.

B. Instruments and Data Collection

September 1978 LAB scores will be used as the pre-test data, and May 1979 scores on the same instrument will be used as the post-test data.

C. Data Analysis

The United States Office of Education (U. S. O. E.) Model A.1 will be used to analyze the data.

NOTE: Pupil selection will be based on the Spring 1978 scores on the LAB.

IV. Findings

The evaluators visited sixteen schools (eleven elementary, four intermediate schools and one junior high school), observed eighteen teachers eleven educational assistants, and approximately 180 pupils. The following can be reported:

A. The Pupils

1. The average class size was ten, in keeping with the guideline of ten to fifteen pupils per class. However, classes were observed with as few as six pupils and as many as eighteen.

2. The youngsters were predominantly Haitian and Hispanic with a sprinkling of Chinese and Guyanese.

3. The task-oriented pupils again impressed the evaluation team, as they had in each of the previous three years. The only exception seemed to be a few youngsters who arrived in class sullen, apparently from an incident which had occurred in the previous class.

4. Pupil acceptance of teachers and EA's was high, except for one instance in which a pupil left the EA's small group session to join the rest of the class.

5. The use of native language-arts materials and approaches seen in some classrooms was more than appropriate, for some of the youngsters did not seem to need ESL training any longer. These youngsters seem to remain in ESL classes only because they are still unable to pass the reading component of the LAB, according to the teachers queeried, who agreed with the evaluator. In some classes, however, the use of such materials was inappropriate since the pupils were still struggling with the audio-lingual use of the language. This problem (i. e., the use of native-language-arts materials) may reflect teacher unwillingness or inability to use ESL techniques and indicates a concern that the coordinator should be attentive to during the next year.

B. The Teachers

1. Because of the late date at which the contract for evaluation was established, the interm visits were not scheduled in advance. In contrast to what might have been expected, the teachers were receptive and only one seemed visibly upset, for her room had been pre-empted that morning by the visiting medical team which was in the school that day. Only three teachers were not observed teaching (one had a program change that week and was not teaching at the time the observer arrived, a fire drill occurred at the time of another visit - conferences were held in lieu of observations in both instances - and one ESL teacher was substituting for an absent classroom teacher). For the final report, many of the teachers were involved in end of the year testing which takes several weeks in some schools and some of the teachers were seen testing pupils but not actually teaching. In these instances, the evaluator examined lesson plan books and had discussions with the teachers.

2. The quality of teaching ranged from "acceptable" (2.0) to "excellent" (4.0) on the "Teacher Observation Checklist" (see Appendix A). The average score for the eighteen teachers was better than good (3.0) at 3.31. Five teachers scored lower than 3.0 with the lowest score at 2.0, acceptable, but reflecting the non-ESL nature of the lesson. Four teachers consistently scored excellent in (4.0) every category that was applicable, with the remaining eight in the 3.0 to 3.7 range (see Table One). Although this table reflects the ratings for the interim report, evaluations during the final report reflected such slight differences that overall, the ratings could be said to have not changed. One exception that can be noted, however, was the low rating achieved by a teacher who had not been seen teaching during the interim report period for administrative reasons and who is omitted from the table.

That teacher (1.8 rating) deserves special attention from the Coordinator for the next year to determine whether retention in the ESL program is warranted.

Table One: Teacher Scores on "Teacher Observation Checklist"*

Teacher	Type School	Score	Means
1	IS	4.0	1. overall: 3.31
2	IS	4.0	2. IS : 3.63
3	IS	4.0	3. PS : 3.15
4	PS	4.0	
5	PS	4.0	
6	PS	3.7	
7	IS	3.6	
8	IS	3.5	
9	PS	3.5	
10.	PS	3.4	
11.	PS	3.4	
12.	PS	3.2	
13.	PS	3.0	
14.	PS	2.8	
15.	PS	2.7	
16.	PS	2.6	
17.	PS	2.2	
18.	PS	2.0	

* 0 = unacceptable; 1 = poor; 2= acceptable; 3 = good;
4 = excellent

(excludes three teachers who were not observed (2 PS, 1 IS)

#5065 - 91624

Table Two: Educational Assistant Scores on "Teacher Observation Checklist"*

Educational Assistant	Type School	Score
1	PS	3.9
2	PS	3.2
3	PS	3.1
4	IS	3.1
5	PS	3.0
6	PS	3.0
-7	IS	2.7
8	PS	2.6
9	PS	2.6
10	PS	2.3
11	PS	2.1
	Mean:	2.64

B. The Teachers (Continued)

3. Although some of the teachers were obviously teaching new material while others where reviewing, during the interim visit, perhaps because the evaluators had dropped in unannounced and unscheduled, many of the teachers were teaching new material when the second visits were made during the spring on a scheduled basis.

4. Teachers were consistently warm and seemed to enjoy what they were doing. In those instances when the evaluator spoke to the principal or other supervisor, the teachers' efforts were supported by the principals' praise and enthusiasm for the job the ESL teachers were doing.

5. The problem of rapport and communication between the ESL teacher and the pupils' regular classroom teachers continues, but seems diminished, for there was little outward hostility as in previous years.

6. Teachers complained about the inordinate amount of time spent on testing with the LAB, and about the amount of substituting they had to do for regular classroom teachers. These statements were clearly supported by the teacher lesson-plan books, which indicated that some teachers actually taught classes on only one or two days during the entire month of May.

One teacher complained about the limit placed on paper available for classroom use and another about not knowing what classroom would be available on any given day of the week. That teacher did not have a regular classroom.

C. The Physical Plant

Some teachers are teaching in long closets labeled classrooms; others are in small offices off gymnasiums, where it is almost impossible to hear oneself think, let alone teach, while a gym class is in session. The pupils in still another ESL class have to climb three flights to an attic-like room - but it is spacious and had usable blackboard space and room to hang

children's work.

In another school, the ESL teacher has less than good classroom space, and although one of the AP's offices was not being used, since the AP was the acting principal, it was not made available to the ESL teacher.

D. The Educational Assistants

The average score by EA's on the "Teacher Observation Check-list" (see Appendix "A") was 2.64, which is slightly above the mid point between acceptable (2.0) and good (3.0). (See Table two, p. 11). Most of the EA's were doing quite a good job, but were downgraded because of their level of knowledge and use of the English language. The District is aware of this problem and is not going to hire new EA's without checking their English language skills and knowledge, but the current long-term personnel still have problems. On the other hand, most of the EA's are highly motivated, self-directed and seem to relish the opportunity to help their young charges. Most of the EA's observed were working with three to five pupils in keeping with the District guidelines, although in one instance, an EA was working with only one pupil; perhaps this pupil was receiving needed special attention.

E. The Program

1. Classroom activities observed ranged from audio-lingual to straight native language arts reading lessons, some of which were appropriate as indicated above. Occasionally, however, a teacher focused on a word-level lesson where there was little productive use of language. Word identification, in isolation, is almost meaningless and this is non-productive classroom time. One teacher asked her pupils to define shelf: the student gave the most appropriate answer, by pointing to one - which did not satisfy the teacher, who wanted a "word" definition.

2. An outstanding lesson was seen in which the teacher working with 1st graders, utilized a simulated microphone (a piece of wood attached

to a rope) to let the pupils perform while the teacher accompanied them on the guitar - a pupil ego builder beyond belief. In this mono-lingual group (all speakers of Spanish), the evaluator did not hear one word of Spanish for the entire period, while the pupils worked with alphabet cut-outs, and letter-to-picture associations designed to establish reading readiness, while one or two individual pupils were engaged in other meaningful ESL activity including the "language master".

3. Most of the teachers and EA's were making effective use of the class sessions and little time was wasted - everyone seemed to get right down to business.

4. Teachers were using many of the various materials available in the district, ranging from flash cards to language masters, but in one of the better lessons observed, the teacher was using American coins to work with money, this and that and how many? Teachers are also using their own rexographed materials, which vary in the quality of the language materials contained thereon. In another fascinating, non-ESL lesson, but appropriate to the particular group of youngsters, another teacher used a map of New York State to teach map-reading skills and the geography of New York State.

5. As an indicator of program effectiveness, the teacher lesson plan books were examined carefully and provided some interesting information.

a. Plan books varied from an almost word-by-word detailed account of what was to be done to a short sketchy paragraph on the topic to be taught with no information as to how.

b. Some teachers plan books indicated that they had taught some rather complex structures (such as indirect speech, relative and adverbal clauses) with the most advanced of their groups, while others had not gone past the simple past tense. This might indicate that 1) teachers are moving too rapidly or too slowly, 2) that there is a wide divergence of pupil ability

across schools, 3) that some teachers are putting in more effort 4) that some teachers were busy covering regular classroom teachers who were absent and were unable to help the pupils progress to the extent the pupils were capable of.

C. In fact, some plan books indicated that because of LAB testing and covering absent teachers, they had only taught one or two days during the whole month of May.

6. Most of the teachers were maintaining up-to-date pupil progress records.

7. The In-Serive Workshops scheduled for the year reflect the previous evaluation recommendation for demonstration lessons.

V. Conclusions and Recommendations

A. The Pupils

Pupil placement still seems a problem in the District. Although much of the classroom work is more appropriate to pupil needs than it had been, there is still a gap between what they need and what they are getting. In the evaluator's opinion, some of the pupils in ESL classes do not speak like ESL youngsters; they sounded as if they were ready to be mainstreamed.

B. The ESL Teachers

1. The District seems to be taking cognizance of the previous recommendation to use some of the better teachers in demonstration lessons scheduled at the monthly in-service workshops.

2. Few teachers still do not seem to know what an ESL lesson is. If they cannot be persuaded of the values of ESL techniques, perhaps they should be reassigned to teach only the uppermost proficienty levels, i.e., those pupils almost ready to be mainstreamed.

3. The names of the few teachers who seem to require additional help will be brought to the attention of the District ESL Coordinator.

C. The Educational Assistants

The evaluator strongly recommends the imposition of English language courses for the Educational Assistants in the District, either during or after the school day. If these EA's are to hold ESL positions, their English must be improved.

D. The ESL Coordinator could benefit, as would the District, if an assistant coordinator could be hired. The Coordinator cannot supervise and be responsive to the needs of twenty- one teachers as well as performing her other duties as ESL and Bilingual Coordinator for the District, and maintain the excellent quality she is capable of in all of her activities.

1. Some method must be found to enable teachers to get help with LAB testing, so that the program does not have to spend so much time gathering the information necessary for testing. The program could, therefore, begin instruction sooner and have it end later in the school year.

2. Steps must be taken to provide substitute help for the regular classrooms, without taking the ESL teacher from his/her responsibilities.

English as a Second Language (Public Schools - 91624)

An examination of the statistical analyses displayed in Table 3 indicates that the District's Title I English as a Second Language program (Public Schools) met its criteria for each grade level and for each of the Language Assessment Battery's subtests. In other words, the average post test score (May 1979) was significantly higher ($p = .05$) than the pre test scores (May 1978 or Sept. 1978). (As indicated in the footnotes, USOE Model A.1 analyses were conducted on the Total test scores only. According to SED guidelines these analyses were conducted on Normal Curve Equivalents converted from the percentile scores supplied by the program staff. Sub-test analyses were conducted on the Raw Scores as no percentile conversion exists.)

Percentile growth from the pre-test to the post-test, for each grade, was dramatic. These figures, however, do not indicate the complete success of the program. Although no figures are available to document "graduation" from the ESL program to the mainstream, they would indicate an even more dramatic program success. (It is essential that this form of analysis be conducted so that the evaluation be truly complete.) In addition, it is necessary to gather data on those students who remain in the program for more than one year so that the program's features can be fully analyzed.

It is recommended that the District staff meet with the ESL evaluator and with the statistical consultant in order to design a more comprehensive evaluation for the future.

In summary, it can be stated that, on the basis of the official proposal, the Title I English as a Second Language Program was successful in meeting the needs of the target population.

STATISTICAL ANALYSES

ENGLISH AS A SECOND LANGUAGE

(Public Schools 91624)

(LANGUAGE ASSESSMENT BATTERY)

GRADE LEVEL	SUB-TEST	N	PRE-TEST MEAN	POST-TEST MEAN	t VALUE [2,3]
K	Listening	75	10.1	16.9	13.3776*
	Reading	(Insufficient number of pre-test for analysis)			
	Writing	36	1.7	2.2	3.2957*
	Total	84	2.4 (%ile)	10.7 (%ile)	9.4857*
1	Listening	147	12.7	17.7	14.2305*
	Reading	22	1.8	6.0	7.5911*
	Writing	128	2.4	5.8	16.3492*
	Total	165	2.1 (%ile)	18.3 (%ile)	13.8643*
2	Listening	119	15.0	18.6	8.7083*
	Reading	87	3.9	8.7	17.6934*
	Writing	119	4.4	8.2	15.0643*
	Total	131	3.6 (%ile)	27.0 (%ile)	11.2864*
3	Listening	28	14.6	20.7	5.0340*
	Reading	23	6.9	13.3	6.3866*
	Writing	22	5.6	10.4	5.4689*
	Speaking	27	6.5	8.4	1.3948*
	Total	35	2.5 (%ile)	15.6 (%ile)	8.031*
4	Listening	63	14.8	20.8	9.5396*
	Reading	55	8.3	13.3	6.3942*
	Writing	53	7.4	10.2	2.2876*
	Speaking	56	6.0	9.0	8.2216*
	Total	72	3.0 (%ile)	7.6 (%ile)	6.9753*
5	Listening	84	17.1	22.5	9.4875*
	Reading	83	11.1	16.4	9.2245*
	Writing	81	9.4	13.8	9.7773*
	Speaking	69	7.3	10.2	7.4713*
	Total	98	3.3 (%ile)	6.9 (%ile)	6.7583*

(Continued)

TABLE 3

Statistical Analysis

English as a Second Language (91624) Continued

GRADE LEVEL	SUB-TEST	N[1]	PRE-TEST MEAN	POST-TEST MEAN	t VALUE[2,3]
6	Listening	47	19.3	23.3	6.5529*
	Reading	46	13.3	18.8	7.5703*
	Writing	46	11.7	15.0	5.5750*
	Speaking	41	7.9	10.8	6.7043*
	TOTAL	50	2.7 (percentile)	8.0 (percentile)	5.8037*

1
N = the number of student for whom both pre and post test scores were available

2
The LAB provides percentile scores for the Total test only. Therefore, "t" vales were computed on raw scores for all of the sub-tests and on NCE's (converted from the percentiles) for the Total scores (USOE Model A.1)

3
An * indicates p=.05 or successful results according to the proposal.

English as a Second Language (Non-publis Schools - 5065-91625)

An analysis of the statistical findings displayed in Table 4 indicates that the sample for whom both pre and post test data was available is insufficient for any reliable and meaningful evaluation. Although the analyses indicates successful results, it is the opinion of the evaluation coordinator that these figures may not be taken to mean program success.

This situation is a repeat from that found in each of the last several years. Once again, it is the recommendation that this program be returned to the Central Board of Education's Office of Non-Publis Schools as was the case with the Reading and Mathematics programs in the past. It is believed that evaluation resources allocated to this program can be put to better use in the Public School program.

TABLE 4 C.S.D # 17

STATISTICAL ANALYSIS

ENGLISH AS A SECOND LANGUAGE

(Non-public Schools 9.625) 5065

(Language Assessment Battery)

GRADE LEVEL	SUB-TEST	N[1,4]	PRE-TEST MEAN[2]	POST-TEST MEAN[2]	t VALUE[2,3,4]
4	Total	4	2.1 (percentile)	4.3	1.9212
7	Total	7	1.5 (percentile)	5.2	2.8198*
9	Total	4	1.2 (percentile)	4.1	2.6827*
10	Listening	5	16.6	18.8	2.2691*
	Reading	5	15.8	18.6	3.2549*
	Writing	5	14.2	18.4	3.3844*
	Speaking	5	9.0	10.8	3.0869*
	Total	12	1.8 (percentile)	4.4 (percent'	4.0605*
11	Listening	5	16.4	21.6	2.2936*
	Reading	5	12.6	19.2	2.9634*
	Writing	5	13.4	19.8	2.7905*
	Speaking	5	6.0	10.4	3.3166*
	Total	10	1.7 (percentile)	5.7 (percentile)	4.3040*
12	Total	8	2.2 (percentile)	3.9	3.9977*

1 N= the number of students for whom both pre and post test scores were available

2 The LAB provides %ile scores for the Total test only. Therefore, 't' values were computed on raw scores for all of the sub-tests and on NCE's (converted from the %iles) for the Total Score (USOE Model A.1)

3 An * indicates p= .05 or successful results according to the proposal

4 In light of the small sample size it is doubtful that these results are either reliable or meaningful.

FINAL EVALUATION REPORT:

MATHEMATICS

TITLE I - District 17

5065-91623

Dr. Paul Longo

TITLE I - Mathematics

Introduction

In accordance with Title I mandates Brooklyn School District 17 implemented and organized a laboratory based approach to mathematics remediation. Each school within the Title I program established a mathematics laboratory staffed by a master teacher and an educational assistant. Students were selected for participation based upon the results of the Stanford Diagnostic Mathematics Test. Criteria for placement was based upon pupil performance being one year below grade level as measured by the test. Each mathematics lab had the responsibility to provide individual, diagnostic and prescriptive instruction.

Students received individualized instruction for at least three instructional periods of 45 minutes to 1 hour per week. Additionally, for one period a week the math lab teacher met with the classroom teacher on a rotating basis to discuss pupil progress and explain methods used to remediate.

Based upon the needs perceived on the diagnostic test, manipulative materials and activities were employed to aid the pupil in improving mathematical abilities. Throughout the school year a management system of record keeping including an individual checklist of math objectives an individual composite profile sheet and program folders were employed to record pupil progress. As mastery occurred new skills were incorporated into the math curriculum. The overall objective of this process was to upgrade student performance, problem solving, computation and conceptual understanding.

At the beginning of the school year time was set aside for organization of the program which included participant selection and S. D. M. T. testing. The S. D. M. T. was multi-purposed: it defined the student population to be served. It was used as a guide in establishing the remedial program and it functioned as a pre and post test pupil progress measure.

The program serviced 1,680 students with average group size of not more than 15 students per instructional period.

Program Organization

To improve math skills within the district, mathematics laboratories were established. The general program organization encompassed five areas: instructional design and size of instructional group, frequency of instructional periods, participant-staff ratio, materials and individual pupil program records. As described in the district's written proposal:

> This is a diagnostic-prescriptive, small group and individualized instructional mathematics program. The Stanford Diagnostic Math Test will be administered in September. It is possible that some of the pupils will be served by the Reading Program as well as by this program. After identification of their math weaknesses pupils will work to overcome these deficiencies and teachers will determine their progress by periodic evaluation. Emphasis will be on mathematical concepts and problem solving. Each pupil will work at his own level and at his own pace to correct his specific math weakness. Pupil's individual needs and the materials that are available will

provide the basic form of instruction of readiness, practice, remediation and reinforcement believed necessary for each student to accomplish the goals of the program. Each pupil will be required to have a daily goal and to keep a log of his day-to-day activities and a record of this work.
Groups will be arranged in sizes of 10 to 15 pupils.

Pupils received a minimum of 3 instructional periods a week utilizing a pupil staff ratio of 10-15 pupils to one math teacher and 5 pupils to one educational assistant. It was clear from the proposal that the instructional staff was to directly employ a variety of manipulative materials with pupils. The manipulatives included commercially prepared materials, multi-media supplies, as well as materials brought in and developed by the teachers. Each pupil had his/her own program folder which included an updated composite profile sheet as well as the District Pupil Profile Card.

Math Lab teachers were responsible for establishing a diagnostic and prescriptive learning enviornment in which pupil individual differences were addressed. The core of this program focused on the implementation of a highly individualized and personalized set of activities, which met the specific needs of each participating pupil. The individualized curriculum stressed the use and application of manipulative material and required thoughtful planning by the participating instructional staff. In order to clearly prescribe for individual needs, a system of record keeping had been established. To facilitate future planning and present progress, an inventory checklist of math objectives for each child was maintained and updated. From these records appropriate hands on activities were designed and created in an effort to aid the remedial process.

Evaluation Objectives and Procedures

To measure the degrees of change in the acquisition of mathematical skills of the participating pupils the evaluation design consisted of a pre and post test. The objectives and major means of analysis were stated in the proposal:

A. Objectives

AREA OF BEHAVIORAL CHANGE	DEGREE OF CHANGE	REFERENCE
In the area of Mathematics	The target population will demonstrate significant gains (P=.05)	as measured by the Stanford Diagnostic Mathematics Test

B. Instruments and Data Collection

September 1978 Stanford Diagnostic Mathematics Test scores will be used as the pre-test data. May 1979 Stanford Diagnostic Mathematics Test scores will be used as the post-test data.

C. Data Analysis

The United States Office of Education (U. S. E.O.) Model A.1 will be used to analyse the data.

NOTE:

For purposes of pupil selection all eligible students will be tested for screening.

The Stanford Diagnostic Mathematics Test was administered as the pre-test in September and as the post test in May. The difference in test scores indicated the average pupil growth. To determine if the growth was statistically significant, the United States Office of Education Model A.1 was used to analyse the data. If in the final analysis, significant differences were found surpassing what could normally be expected to occur; the increased growth could be attributed to the

the supplementary math instruction.

In addition, the evaluation of the program called for the District to employ an outside evaluator. The evaluator's role was twofold:

1) To determine if program specifications are being met in terms of program organization.

2) To analyze program performance in terms of adequacy of the instructional program.

The outside evaluator visited schools twice during the school year. The evaluator drew data from classroom observation, meetings with mathematics teachers, mathematics education assistants and principals. The evaluation will compare program organization in performance with the guidelines set forth in the district's proposal.

Administration and Implementation

In District 17, Title I Mathematics there were 14 elementary schools serving 1,680 pupils with 20 teachers and 20 educational assistants.

Classroom Organization

In terms of physical organization, District 17 has implemented its math laboratories according to the guidelines and specifications delineated in the proposal. In each school, learning centers or activity areas have been set up to facilitate the teaching of mathematics. This has been accomplished by a competent and dedicated group of teachers and educational assistants who clearly understand their function as facilitators of change for the defined population. Manipulative materials and a variety of multi-media are readily accessible to the pupils.

Although a strong committment to individualization was evident there still seems to be considerable reliance on group instruction. Even though this

group instruction was present pupils still received more individual attention then is possible in the regular classroom setting.

Students have been clearly instructed in the use of the available manipulative and audio-visual materials. In instances where new materials were used the teacher or educational assistant explained and demonstrated them.

All in all in District 17, the math labs were established and worked according to the guidelines suggested by the proposal. Naturally, there were variations from school to school, but in general a good job was done in realizing the potential of the program.

Facilities

Many of the schools participating in the program provided good classroom facilities. These classrooms were spacious and allowed for the full realization of the individualized instructional approach sought. Students had access to materials and activities. However, there were some problems with the physical facilities in some schools. As stated in the interim report, one school because of overcrowding, used an additional room as a lab. Simultaneously, this room also served as a teacher faculty room in which was housed the staff refrigerator and the rexograph machine. Additionally, there was no space available for the complete storage of materials. Consequently, because of the lack of storage space, considerably fewer materials were available to the student population. The labs cannot perform well in such circumstances.

In some of the schools the rooms, while well organized and equipped, were inadequate in size and space to serve the students needs. Unfortunately, in a single school no classroom facility was available. The math lab was located in a hallway. The noise level due to an overhead generator, coupled with noise caused by classrooms bordering the hallway and students passing through the math lab area to gain access to a stairway created an untenable situation.

Even though these deficiencies in the facilities existed there was a committment by the staff to provide the best learning experience possible

Materials

As noted in the interim report there were delays in receiving ordered materials. However, most teachers have received their materials. In some instances, there were delays in receiving hardware. This seemed to be a problem which originated with the manufacturer and not the district.

Generally, each lab was well equipped with hardware, commercially prepared materials as well as teacher made materials. In one school vandalism and burglary were real problems, however, materials have been replenished and the lab appeared to operate normally. Most teachers employed all materials fully and strove to balance the use of calculators and audio-visual equipment with the use of manipulative devices and worksheets.

Teaching Procedures

On the whole, those teachers and educational assistants who staffed the math labs were capable and enthusiastic. It was evident that most of these faculty members had a committment to remediation. Furthermore, in some instances the staff was highly trained and brought a level of experience and expertise that was beneficial to their students.

There continued to be a tendency to rely too heavily upon paper and pencil drill and not enough on manipulatives. This reliance tended to lessen the full impact of the individualized experience and did not fully allow for concept development or attainment since it was often too abstract. For example, the use of colored chips to represent numbers requires the establishment of a rate of exchange where the child must symbolically equate ten red chips with one blue chip. The chips do not look different, and it is questionable

how helpful such an instructional technique is to students who are struggling. There are materials, such as beansticks, which do a far better job of visually demonstrating the difference between the ten and one column in a decimal system. They should be employed first. This is but a minor example of an important instructional issue: the need to use materials at the appropriate level of abstraction.

Educational Assistants

In the Title I Math Program in District 17, there were 20 educational assistants; 1 for each math teacher. There was a good working relationship among the educational assistants and the teachers; it was supportive, cooperative and viable.

The educational assistants were an integral part of the program performing a wide variety of activities including record keeping, small group instruction, one to one instruction, organizing the pupils folders prior to class sessions, picking up and returning children to and from their regular classrooms and working with manipulative materials with the pupils. In each of the schools the educaitonal assistants and the teachers participated in the monthly in-service meeting.

It appears that the educational assistants were well utilized within the limits of their position and are a positive benefit to the program.

Training Program

In District 17 both the math teacher and educational assistants were directly supervised by the principal of the school in which they were working. This was a change from past practices and appeared to work rather smoothly. In addition, the District Math Coordinator, who was paid with tax levied

funds, served as a resource person available to the instructional staff. Each month meetings were held among the instructional staff, District Coordinator and Auxillary Math Trainer. These meetings were twofold in their purpose and intent: they served as an arena for the exchange of ideas and methodology as well as a forum for program development and on going evaluation. These meetings were well planned and actively sought to involve all persons.

Statistical Analysis

Summary

This mathematics program was conducted according to the guidelines provided in the proposal. The effectiveness was basically in the result of a clear pedagogical philosophy imposed upon the program design as well as a teaching staff which was competent, diversified and professional. In each instance, students were actively involved in the process and product of learning. A variety of approaches were utilized: individual instruction, small group teaching and interaction with materials. Students appeared to enjoy their paticipatory role and the instructional staff made the atmosphere congenial and warm.

Response to Last Years Recommendations

Recommendation	Response
1. An inventory checklist of math objectives for each child and/or class should be developed by the District 17 Office. This should be distributed to local schools for indigenous adaption.	1. The District has developed a checklist of math objectives for each child. This checklist is being used by the instructional staff at each site.

Recommendations	Response
2. That a program of intervisitation be implemented to help teachers learn new techniques and information and keep themselves contempory in the field of mathematics.	2. Although a plan of intervisitation was recommended by last years evaluator, no such program has been implemented. However, there seems to be indications that such a program might be incorporated in the near future. It is still being considered.
3. That teachers and educational asistants be required to make input and suggestions into the planning for and actively participate in the conduct of in-service and pre-service workshop meetings. This procedure will help stimulate interest and help create new challenges in the program.	3. At this point in time an attempt is being made to integrate the suggestions and input of teachers and educational assistants into the agenda of inservice and pre-service workshops. This has stimulated interest and ownership in the program.
4. That the Composite Profile Sheet be redesigned to include a section on teachers estimate of pupils math strengths and weaknesses.	4. A section has been added to the Composite Profile Sheet to include the teachers estimate of pupil strengths and weaknesses.
5. That as a way of stimulating new ideas, encouraging new thinking, creating new challenges and maintaining continuity in the program some consideration be given to a procedure of partial rotation among math teachers and educational assistants participating in the program.	5. There is at present a system of rotation of educational staff.

Recommendations

1. For the program to work at its optimal level the physical site should provide an atmosphere condusive to the learning process. The lack of appropriate accomodations severely retards the effectiveness of the program rendering it almost totally ineffective. In those schools which have not provided adequate classroom arrangements, sincere effort should be put forth to remedy the situation.

2. Again as recommended in last years evaluative report a system of intervisitation should be initiated. This allows for a professional exchange of experiences and methodologies. It also provides an opportunity for teachers and educational assistants to actually see alternative procedures and practices in action.

3. The problem of lost instructional time must be addressed. Much time continues to be lost bwtween pre-testing, implementation of the program and end of the year post testing. In general, the math labs are not operable until the middle to end of October and in some cases early November. End of the year testing commences in the middle of May; consequently it is conceivable that as much as 10-12 weeks of instruction time is lost. Too much time is lost to administrative and organizational concerns; active steps must be taken to resolve this situation.

4. Clerical work for teachers should be kept at a minimum. Teachers are required to hand grade the standarized tests and also complete a number of forms. Some of these forms duplicate each other and require a great deal of time. Effort must be made to reduce the number of forms so that the teachers can continue to meet with their classes. Also, attention should be given to the question of using what seem to be so many similar forms.

5. More attention needs to be given to training teachers to distinguish among appropriate materials that facilitate concept development and attainment and lessen the reliance on paper and pencil worksheets. Since materials are crucial to keep the child construct concepts, it

should be recognized that some materials are more abstract than others. The more abstract representations are appropriate to use after children have had experiences with materials which more graphphically represent relationships.

6. While there is an emphasis upon individualization and individual folders are maintained for each child, it is not always apparent that individual prescriptions are fully implemented with each child on a day to day basis. It would be helpful to set up a system that more fully integrates and utilizes the pupil profile checklist.

7. In a number of instances teacher schedules appear rather light. It is not always clear that the activities which have been substituted for actual instructional time with children contributed to improved program performance. The schedules need to be reviewed.

8. Building administration should be actively encouraged to take a deeper interest in the way the program is conducted and asked to offer specific suggestions for its improvement.

Mathematics 91623

An examination of the statistical analyses displayed in Table 2 indicates that the District's Title I mathematics program successfully met its criteria for each grade level. In other words, the average post test score (May 1979) was significantly higher (P=.05) than that which could be expected on the basis of the pre-test scores (Oct. 1978) as measured by a USOE Model A.1 Analysis. (As indicated in the footnotes, this analysis was conducted, according to SED guidelines, using Normal Curve Equivalents converted from the percentile scores, which were reported by the Mathematics Staff).

Table 2.1, below, displays the number of months of growth (G.E.) for each grade level and for each subtest. According to the test publisher an 8 month (.8GE) is "expected" for a student working on Grade Level. Title I guideline, of course, require that all target students be below that "average" level.

TABLE 2.1

AVERAGE GROWTH IN MONTHS (GE)

GRADE LEVEL	SUB-TEST	PRE-POST GROWTH (G. E. - 8.8 Months)
3	Num. Sys/ Numeration	1.1
	Computation	1.0
	Applications	.9
4	Num. Sys/ Numeration	1.0
	Computation	1.1
	Applications	.9
5	Num. Sys./ Numeration	1.1
	Computation	1.5
	Application	1.1
6	Num. Sys./ Numeration	1.0
	Computation	1.3
	Application	1.2

It will be noted from Table 2.1, above, that the average growth of the target population for each grade level and on each sub-test exceeded that which can be expected for students working "on grade levle." Unfortunately, there continues to be large numbers of District 17 students whose mathematics achievement is considerably below grade level. This situation continues year after year, even though the mathematics program meets its stated objective. It is obvious that a more in-depth analysis must be made.

It is well known that District 17 suffers the negative effect of a highly mobile-population. The constant moving into and out of the District affects the statistical analysis in unknown ways. It is imperative, therefore, that an analysis be conducted which will examine the growth of math achievement for those students who have received Title I

assistance for the 1, 2, 3, or more years that they have resided in the district. (It continues to be the recommendation of the evaluation coordinator that this information is necessary before a comprehensive reassessment of the program can be made. This information is readily available form each student's permanent test record card and will not take more than five minutes per student to record).

In summary, once again the District 17 Mathematics Program has successfully met the established criteria. However, it is essential that the follow-up analysis described above be conducted before the program's evaluation can be called complete.

C.S.D. #17

TABLE 2

STATISTICAL ANALYSES (U.S.O.E. MODEL A.1)

MATHEMATICS (91623) Stanford Diagnostic Mathematics Test) 5065-

GRADE LEVEL	SUB-TEST	N'	PRE-TEST[2] MEAN (G.E.)	POST TEST[2] MEAN (G.E.)	t VALUE [2,3]
3	Number systems and numeration	307	1.8	2.9	27.9187*
	Computation	304	2.1	3.1	25.0875*
	Applications	306	1.8	2.7	25.1025*
4	Number systems and numeration	499	2.4	3.4	32.9721*
	Computation	501	2.7	3.8	32.5169*
	Applications	500	2.2	3.1	21.7567*
5	Number systems and numeration	562	3.3	4.4	28.3864*
	Computation	560	3.5	5.0	30.8539*
	Applications	556	2.8	3.9	25.1470*
6	Number systems and numeration	128	3.6	4.6	10.8678*
	Computation	128	4.0	5.3	13.8268*
	Applications	127	3.0	4.2	11.0530*

85

91

92

1. N = the number of students for whom both pre and post test scores were available.

2. Computer analyses, as per SED regulations, were conducted using the Normal Curve Equivalents which corresponded to the reported percentile scores. These NCE values were converted to Grade Equivalents using the Test Publisher's Manual.

3. An * indicates $p \leq .05$ or successful results according to the proposal.

Mathematics (4203) P.S.E.N.

An examination of the statistical analyses displayed in the table below indicates that the District's P.S.E.N. Mathematics Program successfully met its criteria for each grade level. In other words, the average post-test score (May 1979) was significantly higher ($P \leq .05$) than that which could be expected on the basis of the pre-test scores (October 1978) as measured by a USOE Model A.1 Analysis. (As indicated in the footnotes, this analysis was conducted, according to SED guidelines, using Normal Curve Equivalents converted from the percentile scores which were reported by the Mathematics staff.)

The table below displays the number of months of growth (G.E.) for each grade level and for each subtest. According to the test publisher 8 months (.8GE) is "expected" for a student working on Grade Level. P.S.E.N. guidelines, of course, require that all target students be below that "average" level.

Table

AVERAGE GROWTH IN MONTHS (GE)

GRADE LEVEL	SUB-TEST	PRE-POST GROWTH (GE -.8=8 MONTHS)
6	Number System/	
	Numeration	1.4
	Computation	1.4
	Application	0.8
7	Number System/	
	Numeration	1.3
	Computation	1.6
	Application	1.1
8	Number System/	
	Numeration	1.3
	Computation	1.6
	Application	1.7

It will be noted from the table above that the average growth of the target population for each grade level and on each sub-test exceeded that which can be expected for students working "on grade level". Unfortunately, there continues to be large numbers of District 17 students whose mathematics achievement is considerably below grade level. This situation continues year after year even though the mathematics program meets its stated objectives. It is obvious that a more indepth analysis must be made.

It is well known that District 17 suffers the negative effect of highly mobile-population. The constant moving into and out of the District affects the statistical analysis in unknown ways. It is imperative, therefore, that an analysis be conducted which will examine the growth of math achievement for those students who have received P.S.E.N. assistance for the one, two, three or more years that they have resided in the district. (It continues to be the recommendation of the evaluation coordinator that this information is necessary before a comprehensive reassessment of the program can be made. This information is readily available on each student's permanent test record card and will not take more than five minutes per student to record.)

In summary, once again the District 17 Mathematics Program has successfully met the established criteria. However, it is essential that the follow-up analysis describe above be conducted before the program's evaluation can be called complete.

C.S.D. #17

STATISTICAL ANALYSES (USOE MODEL A.1)

Mathematics (4203)

Stanford Diagnostic Mathematics Test)

GRADE LEVEL	SUB-TEST	N[1]	PRE-TEST MEAN (G.E.)[2]	POST-TEST MEAN (G.E.)[2]	t VALUE[2,3]
6	Number Systems & Numeration	129	3.6	5.0	16.0573*
	Computation	127	4.1	5.5	17.7559*
	Applications	125	3.9	4.7	10.7375*
7	Number Systems & Numeration	345	4.1	5.5	12.2075*
	Computation	344	4.5	6.1	14.8517*
	Applications	344	3.4	4.5	11.0046*
8	Number Systems & Numeration	326	4.8	6.1	17.0873*
	Computation	326	5.5	7.1	13.6086*
	Applications	325	4.1	5.8	13.3164*

1 N = the number of students for whom both pre and post test scores were available.

2 Computer analyses, as per SED regulations, were conducted using the Normal Curve Equivalents which corresponded to the reported percentile scores. These NCE values were converted to Grade Equivalents using the Test Publisher's Manual.

3 An * indicates P $\leq$ .05 or successful results according to the proposal.

PSEN PROGRAM: Kindergarten - Grade 2

District 17, Brooklyn

Evaluators:

Dr. Sydney Schwartz
Dr. Carol Keyes

SUMMARY OF EVALUATION

At the end of this third year of the program for Pupils with Special Needs (PSEN) in kindergarten through Grades 2, the consensus continues that this is an efficient and successful format for contributing to children's progress in reading and for encouraging children's continued responsiveness to the educational setting. The program's major strength lies in the small group instructional pattern, in which children receive reinforcement instruction in groups of 8 children. The content of instruction is carefully plotted based on daily records of children's progress. Experienced teachers and educational assistants provide a smooth-running program, relatively trouble free.

In contrast to the pull-out programs which are currently being questioned, this PSEN program is an in-class program, by virtue of the fact that all children in a class are simultaneously placed in small groups to focus on the same subject matter area. The PSEN program closely articulates with the classroom program to the degree that it almost constitutes part of the classroom program and no children are alienated from the class program by being removed.

Target children receive four periods of instruction per week in the small group setting, either for a full year or a half year, depending upon the size of the school and the ability of the teams to serve the total group at one time. The mathematics component, comprising one period a week continues to be viewed as the weak link, requiring either expansion or elimination Math teams

are recommended for 3-4 periods of service a week. In the event that this is not fundable, elimination of coverages of lunch and other tax levy services by PSEN personnel may well release sufficient time to establish extended math service. Special training in math is recommended for teams providing math service.

District-based training for teachers on a monthly cycle, while supporting program goals, could more effectively do so if the topics were developed for small groups to meet varying needs. Training sessions for educational assistants which were severely reduced this year need to be reinstated at the monthly training level.

Early identification, a task of this program, suffered from district lack of capacity to serve those youngsters who were identified as needing special help beyond the standard classroom and PSEN service.

Recycling of this program is strongly recommended as it offers children one of the most positive and supportive instructional contexts provided in the school day. In the small groups, teachers can sustain children's attention and focus on the content of instruction more consistently than in large groups where inordinate amounts of time inevitably are consumed by management demands rather than instructional tasks.

I. Findings of Previous Evaluation

The following recommendations are abstracted from the evaluation of FY 1977-78 program.

Last year's recommendations were to recycle the program with the following recommendations:

1. Maintain the procedure of using logs as a basis for planning instruction and recording children's progress.

2. Establish a stable district office supervisory service to facilitate appropriate adjustment of PSEN program procedures in each school based upon school needs.

3. Continue newly initiated small group training activities, on a needs and interest basis, for PSEN staff.

4. Initiate selected on-site training activities, based on observed and stated needs of the personnel of a given school.

5. Eliminate the practice of using PSEN teaching personnel for coverage and other tax levy service.

6. Increase mandated planning periods for PSEN teams from one period a week to a minimum of 2 periods a week, and preferably 3 periods a week.

7. Create PSEN teams specifically for math service to grades 1 and 2 and provide the necersary training for these teams to develop an appr priate basic math program for the classes served.

8. Continue service to the kindergartens, while identifying modifications and adjustments to meet the unique needs of each school.

II. Statement of the Project (abstracted from proposal)

District 17's priorities are in reading and math. The PSEN program focuses on helping pupils to improve their basic academic skills in these areas. The long term goals of the 1977-78 year's project were carried over to current 1978-79 year's project. Essentially those program goals were to upgrade academic achievement in reading and math for children in grades K-2 and to identify children with special needs for outside service. The program design as stated in the proposal is that kindergarten pupils will receive small group instrucion daily for 30 minutes in basic reading and math skills from educational assistants, under the direction of the classroom teachers and a paraprofessional trainer. In addition, a team of educational assistants and a paraprofessional trainer will conduct an early identification program. In grades 1 and 2 reading/math teachers and educational assistants will provide for additional help to small groups daily in reading and math skills (80% reading; 20% math). The size of the instructional group is to be 8-9 children. Groups are formed based on (1) diagnostic information from classroom teacher assessment, (2) PSEN record of progress and (3) diagnostic information gained from beginning of the year testing program. The design calls for the teams to coordinate plans for instruction with the classroom teacher to support curriculum developed in the classroom in reading and math. Planning time for PSEN teams and for cooperative work with the classroom teacher is to be provided. Staff development through preservice, inservice, and on-site training and workshops is to be arranged.

III. Evaluation Design and Procedure

All the schools in the district that had personnel funded under the PSEN program were visited for ½ days during the first six-week period of 1979 and again in late May, early June.

During the mid-year visits, the focus of the evaluation was: (1) to validate the existence of the program as designed, (2) to identify elements of the design that were successful and those which were troublesome; (3) to ascertain the degree to which recommendations from the prior year were incorporated and/or effective, (4) to identify the nature of the instructional activities related to the developmental needs of children in reading and math, and (5) to obtain the perceptions of the personnel regarding the strengths and weaknesses of the program. Toward these aims, classroom observations of all the teams and interviews with the personnel in the program and related to the program were conducted during each school visit. Teaching logs of plans and children's progress were examined also.

Since the program design featured small group instruction to enhance pupil-teacher interaction, observers recorded size of group, affect and degreee of interaction for each instructional group observed. Appropiateness of instructional activity for the developmental needs of the children in reading and math was noted as well. See Appendix "A" for copy of Observation Form.

Mid-year interviews focused on the strengths and weaknesses of the program, resolved problems and recommendations for the future as perceived by the personnel. All but 2 of the PSEN teachers were interviewed and 22 of the educational assistants were interviewed. 33 teams observed, 14 at grade 2, 14 at grade 1, and 6 at the kindergarten level. See Appendix "A".for

Interview Guide.

During late May and early June, the purpose of the end of the year evaluation was to collect and correlate the perceptions of the PSEN personnel related to the strengths and weaknesses of the program and recommendations based upon experiences in each school. Toward that goal, questionnaires were distributed to all members of the teams prior to the final visit. Plans for classroom observation were subject to the progress of the testing procedures scheduled for administration by PSEN teams late in May. The mid-year observations had already confirmed that the program was being implemented essentially as designed. Procedures for the final visits relied primarily on extended interviews to determine need and priorities of the program for the FY 1979-80. Participants were asked about the effect of training, needs for training, changes and recommendations in both questionnaires and interviews. The extended interviews with the PSEN teachers focused more specifically on coverage, referral of children with special needs, general perceptions and recommendations. The thrust of extended interviews with educational assistants was to elicit additional information regarding the use of logs, planning time, help with troublesome children, coverage and perceptions of the program. See Appendix "B" for copy of End of Year Interview Guides and Questionnaire.

IV. General Findings

Basic Service: Mid-year and end-of-year visits to all of the participating schools led to the general finding that the basic program was being implemented as designed. The pattern of service for grades 1 and 2 included a 45 minute period in which the PSEN team of two persons for Grade 1 and three persons for Grade 2 joined with the classroom teacher to create small instructional groups. The PSEN team would arrive at a classroom, and, depending upon the facilities, would either break the class up into groups of 8 children within the classroom or disperse with groups into hallways or resource rooms. The content of instruction was preplanned, as were the group assignments for the children. Regrouping when the PSEN team arrived took only a few minutes, and therefore, teams could schedule class service intervals at approximately 5 minutes.

The kindergarten received 30 minutes of service daily, following the same format described above, except that the team was made up of educational assistants only unless the cluster teacher worked with them.

The allocation of 80% reading and 20% mathematics was being honored, which translates into 4 periods of reading per week and one period of mathematics. In kindergarten, math and reading were intermingled in the activities, but the same balance between reading and math periods was maintained.

Where teams were insufficient to serve all classes on each grade line which included target children, a system of rotation of service initiated the first year of the program remained in effect. That is, the top classes on the grade line were served at the beginning of the school year, and then the lower exponents were served for the latter part of the year.

The staffing pattern of one PSEN teacher teamed with two educational assistants for the Grade level service was adjusted shortly after school began due to staffing reductions. Most schools absorbed the reduction of educational assistants by reducing the Grade 1 team to one PSEN teacher and one educational assistant. Since the first grades had been limited in enrollment to 25 children, this reduction did not alter the program design of creating instructional groups of approximately 8 children per group. In one school, which lost a PSEN teacher, there were notable difficulties in developing a schedule of service, since the PSEN teacher who remained became responsible for monitoring two teams of educational assistants, and coordinating PSEN service with classroom programs for both grades.

Planning records and progress logs were maintained throughout the year. Logs reflected the continued pattern of planning instruction in terms of goals, procedures and materials. The logs provided a record of children's progress as well as a record of the sequence of instructional activity and materials being used.

Small group instruction was being maintained. Of the 116 groups observed at the mid-year visits, the size of 90% of the groups was at the projected size of 8 - 9 children. Observations made of teams in action at the end of the year confirmed the mid-year observations of small group instruction. See CHART 1.

The skills of reading have been clearly identified for instructional purposes. Group tasks were visible to both the children and observers. Task-oriented, small group instruction focused on reading and math. Tools of instruction ranged from standard rexograph and trade materials to games and teacher-made materials. Reading and math periods were in evidence in the expected ratio of four-to-one

The degree to which teachers supported children by positive responses and reinforcement sustained at the same level as 1977-78, with the younger children receiving the greatest percentage of positive responses from the teachers and educational assistants. In 1/3 of the observations of the second grade teams, there was a pattern

CHART I

MID YEAR OBSERVATION: INSTRUCTIONAL GROUPS

	GROUP SIZE 1-8	9 & up	LEVEL OF INTERACTION high	medium	low	QUALITY OF AFFECT Positive	*Negative
K N =19	17	2	16	2	1	19	0
GRADE 1 N = 46	43	3	35	7	4	41	5
GRADE 2 N = 50	39	11	16	25	9	16	34

** Affect was judged Negative, only if teaching adult evidenced punative, rejecting behavior toward children. The absence of punativeness was coded positive.

of less than acceptable level of adult encouragement and reinforcement of children's learning. That is, the adults demonstrated punitive and angry responses toward the learners as a general pattern. At the other extreme, in the kindergarten, no negativity was observed, See CHART 1.

In almost all schools, the PSEN teachers were coopted for other than PSEN teaching assignments. These alternative school assignments included lunch duty, morning duty and coverage for absent and late teachers. See next section for discussion of this area.

Most schools report that the process of early identification is in effect, but that there is a serious lack of follow through at the district level once the in-school referrals have been made. See next section for discussion.

During mid-year visits, all interviewed personnel reported a need for increased planning time. Occasionally, a few related difficulty in functioning as team leaders and retreated to the sole task of planning for their own groups while omitting planning with their educational assistants and classroom teacher.

At the end of the year, the PSEN teachers and educational assistants reported a high degree of cooperation between PSEN teams and classroom teachers in contrast to prior years where this has been a source of difficulty in some schools. Of the 33 PSEN teachers, 27 reported that the cooperation is very good, 5 indicated an acceptable level and only one rated the cooperation as poor.

A few schools reported the need for better coordination between the testing porgram and the instructional program. However, how this is to be

achieved is still unclear. Some requested that the first tests be hand scored by the teachers to give quick access to the needed diagnostic information, while others merely wished a more detailed printout of the machine scoring. Still others felt that the testing program was unrelated to the teaching program and that test scores did not help in planning for instruction. Essentially, the testing program provoked very little concern compared to prior years.

Other aspects of the program which no longer provoke concern include (1) the procedure of rotating service from the higher exponents at the beginning of the year to the lower exponents at the end of the year, (2) availability of instructional materials, which at this time seems satisfactory, and (3) scheduling periods of service, which now allows approximately 5 minutes between periods.

District-based training sessions were held monthly for the PSEN teachers on a variety of topics, including clerical information as well as review of new materials and approaches to instruction. Educational assistants reported only two district based training sessions on curriculum materials and games. See next section for discussion of training.

The end-of-year interviews and questionnaires indicated a general satisfaction by the personnel that the PSEN program has been efficient and effective. While there have been variations in implementation from school to school, the basic program has been sustained and is functioning well.

V. DISCUSSION OF PROGRAM COMPONENTS

General Problems: In view of the participating teaching personnel and school administrators, the PSEN program for kindergarten through Grade 2 is a relatively trouble-free program. Schools have adapted the basic service to meet the unique patterns of a school, without violating the guidelines, in most cases. The following section discusses the few problems that have been identified.

PROBLEMS CITED: END OF YEAR QUESTIONNAIRE

PROBLEM	PSEN Teachers N = 33	Educational Assistant N = 80
Not enough planning time	7	17
Not enough math service needs special teams	9	8
Too much coverage for absent/late teachers and lunch duty	3	9
Not enough training for educational assistants	7	17
No follow-through on referral	13	12
Needs more materials	-	11

CHART # 3

WEEKLY PLANNING TIME: As reported on Questionnaire

# OF HOURS	TEACHERS N = 33	Eduacational Assistant N = 68
0 - 1	4	15
1 - 2	7	16
2 - 3	12	21
3 - 4	7	15
MORE	3	1

Schools vary in intensity of problems and success in resolving PSEN program-related problems which have been identified both last year and this year. At one end of the spectrum are one or two schools who report little or no problems in any of the areas cited on CHART 2. At the other end of the spectrum are one or two schools which report notable lessening of quality of service due to one or more of the problems. It is important to note that no school recommended discontinuance of the PSEN program dispite problems cited.

As noted in CHART 2, the lack of follow-through on referral was one of the most serious problems cited by the teachers, with the limited math service noted as the next most serious. In interviews, these perceptions were restated with greater emphasis and frequency. Educational assistants tended to be less outspoken about problems both in questionnaires and interviews. In the view of the evaluators, this is due to the lack of perceived problems by this group rather than any hesitancy to speak out.

Staffing Effects on Planning and Record Keeping: Availability of planning time has been cited as a continual problem, though each year the problem seems to reduce in intensity. This problem reduction seems to be due to the increased number of skilled participants who are using planning time more efficiently and who are more familiar with content (as opposed to any actual increase in the planning time available). However, one period of in-school training was added to the schedule, which was effectively combined with planning.

As noted in CHART 3, the largest group reported 2-3 hours of planning time weekly, with the bulk falling between 1 and 4 hours. While it is natural to expect those with only one hour of planning time to feel greater stress in this area, in fact, the requests for more time were distributed across all groups irrespective of time provided.

The lower range of 0-1 hour is deemed insufficient by the evaluators, since it does not allow thoughtful reviews of children's progress and related planning. Two to three hours is considered appropriate for experienced, cooperative teams. However, for new teams or teams absorbing new members, it is desirable that team time be allocated to allow the new teams to become familiar with the content and materials and the PSEN system of insruction and record keeping.

The logs, including activity plans and records of children's progress, have achieved valued position by almost all of the teams. These logs, which originally were a continual source of frustration, now are used comfortably and efficiently. More than 3/4 of the teams report that they use the logs as reference to guide planning for individual children and groups. A few also use the logs as a basis for parent conferences. While PSEN teams are not assigned the task of conferring with parents, nevertheless, parents do request reports on progress and the logs are an available resource.

Some teams have split the planning and record keeping forms into two matching but separate records and they report that this more readily allows for developing profiles on children's progress.

All teams have developed the skill in recording progress to the degree that they are able to keep up-to-date records and maintain a reasonable filing system of recent logs.

Staffing Effects on Scheduling Service to Target Children: The most dominant patterns of scheduling service across the grade line is to serve the top exponents at the beginning of the year and then shift to the lower exponents later in the term. While postponing service to those with the greater need has been viewed as a problem in the past, the teaching staff no longer view this as a problem. Clearly, it is more desirable to serve all target children all year than

part of the year, but this requires increased numbers of PSEN teams. Given the staffing limits, schools are offered little choice but to serve classes on a partial year pattern. Beginning with service to target children who are closer to grade level expectations and are most likely to benefit more rapidly from the PSEN service was the decision made by all schools. Unfortunately this means that the children with the greatest need for this specially designed service receive the service well after the school year begins in large schools.

Those schools which group heterogeneously across a grade line offer the greatest challenges to scheduling. It requires more periods of service or complex schedules to accomodate more than one class group at a time. Since school schedules of preparation periods and other routines seem to be subject to change with regularity, scheduling service to more than one class at a time poses very difficult problems.

Curriculum Effectiveness: As indicated above, of 5 periods of service a week, 4 are earmarked for reinforcement in reading and one in mathematics. While it is inevitable that new instruction will accompany reinforcement, activities for some children, reading groups tended to feature practice and reinforcement in contrast to mathematics groups which often introduced new material. As noted last year, there is a serious question as to how appropriate it is to expect any value from one period of math service a week. It is almost impossible to coordinate this service with the classroom program, so teams have often compromised and introduced new learnings, supposdly discrete in nature, such as coin values. Teams report frustration with this component. When asked to identify one thing, they would change if given a choice, the math component ranks as one of the most frequently cited areas, along with needs for referral services. The team did not value sacrificing reading periods for increased math service. Rather, they

recommended either abandoning the math component or staffing it with a team that can give 3-4 periods of math service a week. This perception of both evaluators and participants has sustained for two years now, as reflected in last year's evaluation reprot.

District-based Training: Teachers reported a mixed reaction to the monthly district-based training sessions. This variabliity in resoponse highlights once again the need for small group training sessions focusing on different topics to meet individual needs. There is no consistent pattern of preference for training. Some want more training in the use of reading materials while others wish sessions on working with children with special needs. Some reported "no value" to a given session that others reported as "valuable". Since the small interest groups were tried in the past and met with high success, it should be continued. Such a model would meet program needs for specific training showing up in some schools but not all schools, such as using planning time effectively, a need cited earlier in this report.

Educational assistants reported a universal interest in more training sessions. The reason for the drastict cut-back in educational assistants' training was not communicated to this group and marginal indicators of resentment were picked up in interviews. The omission of regularly scheduled sessions was not well received, as educational assistants stated they needed more training and teachers indicated the same views. Such an omission, if continued, can become the source of unnecessary frustration.

District Problems Affecting PSEN Services: Reassigning teachers for classroom coverage has been a continuing source of disruption to the PSEN service since its inception. When substitute teachers could not be provided, PSEN teachers were reassigned from the PSEN program to Tax Levy service on a regular rotation with other non-classroom teachers. While the union contract mandates equal sharing of such duties by all non-classroom-based teachers, the frequency of reassignment

of PSEN teachers in some schools during the spring raises serious questions as to the value of the funded project. The frequent interruption of service has been cited as serious by 1/3 of the teachers. They note that the program loses momentum, since PSEN groups have to be redistributed to the remaining groups, thereby increasing group size to 10-14, rather than 8. However, the greater disruption is the inclusion of children in groups that do not fit their achievement level, which occurs when one group has to be distruibuted to two or three other groups. The instructional groups are carefully set up to accommodate children at the same level of skill development, and children are only moved when they either surpass or fall behind their assigned group. Pulling teachers for Tax Levy coverage violates this carefully developed procedure. The conflict between the purposes of this federally funded project and the union contract related to Tax Levy service of classroom coverage presents an unfortunate delimma, risking the success of the funded projects.

Lunch duty and coverage of late arriving classroom teachers is a further extension of this problem of disruption. In some schools, PSEN teachers are regularly assigned lunch duty, which is an inappropriate use of this funded position. If these positions are funded for special instrucional service to children below grade level, lunch duty does not meet the specifications of the job. Instead of lunch duty, this time could/should be spent providing reinforcement service to children.

Educational assistants are regularly assigned lunch duty in all schools as if this were part of the funded position. Once again, if this time were reallocated appropriately to the tasks of the funded position, more children could receive more of the designated service. In those schools where both PSEN teachers and Educational assistants have lunch duty, the solution to the limited math teaching service might be found in the appropriate assignment of this time to math periods for reinforcement.

Referral service at the district level suffers from a serious lack of follow through. The PSEN program has been able to identify children with special needs for placement, and reports a high degree of cooperation within schools on review of such referrals. However, once children are recommended for special help or placement, the process seems to dead-end. An early identification program needs follow through. If the projected in-school guidance services are developed next year, the early identification goal may prove fruitful.

VI. STATISTICAL ANALYSIS

Conclusions and Recommendations:

The primary conclusion is that the PSEN program is a valuable program which clearly contributes to the quality and quantity of learning and attitudes toward learning. It should be continued and supported. Unlike the pull-out programs which are currently under attack, the PSEN program represents the best of a supplementary-supportive program that functions within the context of the total class group and encourages ALL the children in the class to succeed. During the period of PSEN team service, all children are in small groups, focusing on reading or math instruction, maintaining a continuity for the total class and avoiding the pitfalls of singling out a small group to be removed from the class program.

The following recommendations are identified as ways to further improve the program:

1. MATH SERVICE: Last year it was recommended that separate teams be added to the program to provide the math service. This same recommendation is again made even more emphatically. It is essential to the design that the math program have more than one period of service, and it should not be at the expense of the reading program, which would be seriously handicapped if cut back on hours of service.

Two options are worth considering: (1) eliminate all the current coverage assignments of PSEN personnel and reallocate this time to math service, providing further training for the teams in math to achieve these goals, (2) eliminate the math component in this program and seek to establish a separate program which gives math service in a regularly scheduled way, 3-4 times a week. The establishment of math teams is the optimal design.

2. District-based Training: Last year it was recommended that the district-based training sessions be designed to serve small interest groups, allowing teachers to select from a set of topics those which meet their needs. This recommendation is again made, based on the findings of two years. A strong and productive training design should help teachers identify their needs and offer resources for meeting these needs. The observed problems of sustaining supportive relationships with second grade children, which has been noted for two years, might well be addressed in small group training sessions.

District-based training sessions should be reinstated on a monthly basis for educational assistants, focusing on topics identified by the teachers and educational assistants.

3. Coverage: Eliminate lunch duty coverage and increase number of service periods to children.

In terms of effective implementation of the PSEN program, all coverage assignments should be eliminated, however, this does not seem possible in view of the Union Contract. Some School administrators have worked out a system whereby the coverages are selected in terms of current assignments, so that PSEN teachers would be assigned coverage when teachers are absent in the classes they normally serve. This, at least, minimizes the disruption of the program.

4. Staffing: Every effort should be made to assure that each PSEN team serving Grades 1 and 2 have a teacher assigned to the team.

5. Early Idenfification: Since the PSEN program is uniquely suited to identifying those children who are not progressing normally, this task should continue to be performed by the PSEN teams. This early identification should then be linked directly to a follow-up service so that this early identification does not dead-end.

APPENDIX 1

Schwartz/Keyes
1978-79

District 17K - PSEN Evaluation

School _____ Date _____ Observer _____

PSEN Team T. _____ Setting: classroom _____

Resource room _____

Grade _____

Observation

	C.T.	PSEN T.	E.A. 1	E.A. 2
Group size				
Affect				
Learning Task				
Materials				
Degree of Interaction 1-3				

Comments

Logs examined: Yes ____ No_____

Comments:

Schwartz/Knyes
1978-9

District 17K, PSEN Evaluation

Mid-year Interview Guide

INTERVIEWER_____ PSEN Tchr_____

Classroom Tchr_____

E.A._____

Number of Years in PSEN Program_____

General Overview:

1. How is it going this year? Problems? Successes?

Planning Time

2. Availability of planning time? How Often? With whom? Sufficient?

Teaching

3. Who decides goals/ materials and on what basis?

Training

4. What district training meetings have you attended? Worthwhile?

APPENDIX 2

Community School District 17, Brooklyn
2 Linden Blvd.
Brooklyn N.Y.

PSEN Evaluation: End Of Year Questionnaire for
Teaching Personnel. 1978-9

Teacher___Educational Assistant_____ Kindergarten___Grade 1___Grade 2_____

1. Is this your first year in the PSEN program? Yes_____ No_____
   If NO, how many years have you been in the program?_____

2 How many district-based training sessions did you attend?_____

   If only one session, how did the session help you?

   If more than one session, which session was most helpful? Describe?

   Which session was least helpful? Describe.

3. How many in-school PSEN training sessions did you attend, either as trainer or participant? _____

   How would you rate these sessions?

/_____/_____/
very helpful moderately helpful not helpful

4. How much time do you spend away from the PSEN program, in coverage of school routines, other classes or for other reasons.

Daily		OR	Weekly
	0-1 hour _____		
	1-2 hours_____		0-1 hour____
	2-3 hours_____		1-2 hours____
			2-3 hours____

I f more than two hours weekly, describe what you do.

PSEN Evaluation
District 17, K.

E A Interview Guide:

Interviewer: _____

Date _____

Teacher: _____

School: _____

1. Logs: In what ways did you find them helpful? problems?

2. What do you do with logs from last week, etc.?

   Do you ever look at them?

3. Are you getting enough-too much help in planning?

4. What do you do when you have troublesome children? Can you get help?

5. Do you rotate groups in a class or do you always have the same group?

6. Basically,has it been a successful year in the program?

Early Childhood (P.S.E.N. 4247)

An examination of the statistical analyses displayed in Table 1, 2, and 3 indicates that the District's P.S.E.N. Early Childhood Program successfully met its criteria for each of the three grade levels (kindergarten, first and second). In other words, the average post-test score (May 1979) was significantly higher ($P \leq .05$) than that which could have been expected on the basis of pre-test scores (September/October 1978) as measured by a USOE Model A.1 Analysis. (As indicated in the footnotes, this analysis was conducted, according to SED guidelines, using Normal Curve Equivalents converted from the percentile scores which were reported by the Early Childhood staff.)

It is especially noteworthy that the average score for the kindergarten group (N=628) has been increased from below the 10th percentile in September to just above the national median (50th percentile) by May. One would hope that this would have a positive affect on the first grade experience during 1979-1980.

While the progress in the first and second grades was clearly significant and met the stated program objective, differences in growth between the various sub-tests require an indepth analysis which should be conducted in a joint meeting between the District's Early Childhood Program directors together with the appropriate outside evaluators.

It is only through continued dialogue of this type that the District can take full advantage of its instructional staff and materials.

One result of the District's high mobility rate is the clouding of measures of achievement growth when only the grade average is measured. It is, therefore, essential that a longitudinal analysis be conducted examining the effects of receiving "extra" services throughout the early school years. The necessary data is contained on the permanent test record cards and would not take more than five minutes per student to record.

In summary, it can be stated that District 17's P.S.E.N. Early Childhood Program was successful in meeting its criteria for the target population. It is recommended, however, that the 1979-1980 evaluation contain the analyses described above for a more comprehensive review of the total program.

C.S.D. #17

STATISTICAL ANALYSIS (USOE MODEL A.1)

Early Childhood (4247)

Kindergarten

(BOEHM)

TABLE # 1

N[1]	PRE-TEST MEAN (%ile)[2]	POST TEST MEAN (%ile)[2]	t VALUE 2.3
628	9	51	36.8605*

1 N = the number of students for whom both pre and post test scores were available.

2 Computer analyses, as per SED regulations, were conducted using the Normal Curve Equivalents which corresponded to the reported percentile scores.

3 An * indicates $P \leq .05$ or successful results according to the proposal.

C.S.D. #17

STATISTICAL ANALYSIS (USOE MODE A.[1])

Early Childhood (4247)

Grade 1

(Stanford Early School Achievement Test)

TABLE # 2

SUB TEST	N[1]	PRE-TEST MEAN (%ile)[2]	POST-TEST MEAN (%ile)[2]	t VALUE
Math	1578	21	38	21.6310*
Letters and Sounds	1583	39	46	8.2270*
Listening Comprehension	1565	18	28	14.1723*

1 N = the number of students for whom both pre and post test scores were available.

2 Computer analyses, as per SED regulations, were conducted using the Normal Curve Equivalents which corresponded to the reported percentile scores.

3 An * indicates $P \leq .05$ or successful results according to the proposal.

C.S.D. #17

STATISTICAL ANALYSIS (USOE MODEL A.1)

Early Childhood (4247)

Grade 2

(Stanford Achievement Tests)

TABLE # 3

SUB-TEST	N[1]	PRE-TEST MEAN (G.E.) [2,4]	POST-TEST MEAN (G.E.) [2]	t VALUE [2,3]
Reading	1501	1.0	1.8	30.1422*
Word Study	1496	1.4	1.8	12.7139*
Math Concepts	1487	K.8	1.5	12.7913*
Math Computations and Applications	1478	K.7	1.6	12.7961*

1 N = the number of students for whom both pre and post test scores were available.

2 Computer analyses, as per SED regulations, were conducted using the Normal Curve Equivalents which corresponded to the reported percentile scores. These NCE values were converted to Grade Equivalents using the Test Publisher's Manual.

3 An * indicates P ≤ .05 or successful results according to the proposal.

4 The SAT manual does not include a table for Beginning Grade 1. Therefore, conversions from percentile to G.E. were made using the "Middle of Grade 1" table. This would have the tendency to slightly increase the Pre-Test G.E. and decrease the apparent growth (Post-Test G.E. - Pre-Test G.E.).

EVALUATION REPORT

Parental Involvement Program
1978-1979
Function No. 5065-91626

Dr. Thomas Monteiro

THE PROGRAM

The Parental Involvement Program was designed to enable parents to have a meaningful involvement in the Title I programs in Community School District 17.

Parents of each of the schools in District 17 selected one Parent Advisory Council Representative and an alternate representatives to attend monthly Parent Advisory Council meetings at the District Office. The monthly PAC meetings were used to:
1.) organize the group and plan activities which would increase parents' knowledge of Title I programs;
2.) evaluate and discuss Title I proposals and applications;
3.) review evaluations reports and correspondence;
4.) make decisions about program operations.

Training sessions were conducted by the District in order to train PAC representatives and alternates in observation techniques which would enable them to effectively observe classroom lessons and use their knowledge to train other parents to make subsequent observations of their local school programs.

In addition to monthly PAC meetings held at the District Office, meetings and workshops were held at local school sites in order to encourage parents to participate and gain knowledge about Title I programs.

The PAC held a Spring Conference at which regislators, parents, and educators explored problems and solutions in the education of Title I children.

EVALUATION PROCEDURES AND FINDINGS

In order to evaluate the impact of the Parental Involvement Program, six evaluations objections were addressed.

Evaluation Objective #1- To determine whether Parent Advisory Council Representatives that participated

in initial training workshops made subsequent observations of their local school program and provided written feedback to the local principal and to the District Office.

The evaluation activities specific to objective #1 consisted of the administration and analysis of the District Parent Advisory Council Perceptionnaire as well as interviews with principals, Parent Advisory Council Representatives and District Office personnel.

Findings Objective #1- based on analysis of the District Parent Advisory Council Perceptionnaire, and interviews with principals and parents, it was concluded that this objective was realized at a high performance level.

Evaluation Objective #2- to determine whether Secondarily Trained Parents that participated in local workshops made subsequent observations of their local school program and provided written feedback to local principals and to the District Office.

With regard to objective #2, the School Parent Advisory Council Questionnaire was administered and analyzed so that the opinions and behaviors of local parents could be determined.

Findings Objective #2- analysis of the School Parent Advisory Council Questionnaire and interviews with parents indicated that this objective was not fully realized. Parents made subsequent observations of school programs but made no observations of classroom lessons. It should be noted that the workshops on the school level were not adequate in preparing parents to analyze classroom lessons.

Evaluation Objective #3- to determine whether training programs conducted by District Parent Advisory Council Representatives were effective in teaching Secondarily Trained Parents how to observe and evaluate Title I programs.

The evaluator attended workshops at school sites in order to determine the quality of workshop material, content and methodology.

Findings Objective #3- training programs conducted by PAC Representatives were effective in providing parents with a broader understanding of Title I laws and regulations and their implementation at the District and school level. Presentations by Title I teachers in Math, Reading, and E.S.L. were outstanding in that the Title I teachers demonstrated techniques that were used in Title I classes to help children learn and provide materials and techniques to parents that might be used at home to assist their children.

An important component of all workshops on the school level which was not evident was that component dealing with providing parents with techniques which would enable them to visit classrooms and effectively evaluate the teaching-learning process. Since this component was not evident, objective #3 was only partially realized.

Evaluation Objective #4- to determine whether training program participants conducted local workshops for at least 30 parents in each school.

In order to determine the number of parents involved in local workshops, attendance records were examined.

Findings Objective #4- this objective was not fully attained. Less than 40 per cent of training programs participants conducted workshops at local school sites in which at least 30 parents participated.

Evaluation Objective #5- to determine whether Secondarily Trained Parents' participation in the educational process and in the Title I decision-making process was enhanced as a result of the Parent Involvement Program.

The evaluation activity specific to objective #5 consisted of analysis of the School Parent Advisory Council Questionnaire and interviews with parents by evaluator during local site visits and workshops.

knowledge of Title I laws and regulations and the implementation of Title I programs on the District and school level. Furthermore, on-site observations and interviews indicated that the program was carried out as designed in the proposal.

Parents and staff involved in the planning and implementation of the Title I Spring Conference should be commended for an outstanding conference which could serve as a model for other programs around New York City. The workshops, exhibits and guest speakers were excellent.

In general, the Parent Involvement Program seemed to run smoothly and efficiently in spite of several problems. There was continued antagonism and in-fighting among Parent Advisory Council Representatives during PAC meetings. Consequently, too much time was spent on unnecessary debate. This affected morale and attendances at meetings. It should be noted that the PAC serves in an advisory capacity and can be more effective in the decision-making process when they project themselves as a united group.

It is also important to note that workshops on the school level were not effective in providing specific techniques that would enable parents to effectively evaluate classrooms lessons.

The following are several recommendations for the coming year which would make the program more effective.

1. The intial PAC workshops for the 1979-1980 school year should be used as training workshops in organizational process and development. These workshops should emphasize the need for parliamentary procedures during PAC meetings and should enable parents to develop skills in parliamentary techniques. The application of parlimentary procedures will enable the PAC to arrive at the general will of the group under all kinds of internal climate ranging from total harmony to hardened division of opinion.

2. The PAC should elect a Parlimentarian and an alternate so that disputes during meetings can be resolved in a procedural fashion. The District should provide copies of Robert's Rules of Order to the PAC Chairperson, the Parliamentarian and the alternate.

3. Initially-trained parents who serve as workshop leaders at the school level should be compensated for two workshops per year which specifically deal with training parents to effectively evaluate classroom lessons. This would serve as an incentive for initially-trained parents to train other parents to effectively evaluate the teaching-learning process during classroom lessons.

4. The proposal for the Parent Involvement Program should include provisions for a part-time secretary.

5. PAC Representatives should hold workshops on the school level as early in the year as possible. This process would enable PAC Representatives to identify Title I parents and involve them in the decision-making process throughout the entire school year.

SCHOOL PARENT ADVISORY COUNCIL QUESTIONNAIRE

The following statements have been developed in order to determine the opinions and behaviors of school Parent Advisory Council members.

1. How many PAC meetings or workshops have you attended during the 1978-1979 school year?

Response_____

2. The PAC has been effective in providing opportunities for parents to help determine Title I policies. (Circle one)

Strongly Agree Agree Disagree Strongly Disagree

3. The training workshops effectively prepared you to observe classroom lessons by providing specific lesson evaluation techniques. (Circle one)

Strongly Agree Agree Disagree Strongly Disagree

4. How many lessons did you observe during the 1978-1979 school year?

Response_____

5. Did you provide written or oral feedback to the school principal or District PAC representative after you observed classroom lessons? (Circle one)

Yes No Does Not Apply

6. Did you receive adequate notice for PAC meetings and workshops? (Circle one)

Yes No

7. PAC meetings and workshops held at night would encourage more parent participation. (Circle one)

Strongly Agree Agree Disagree Strongly Disagree

8. The PAC representative from your school expressed your concerns about Title I programs to the District Office and Community School Board. (Circle one)

Strongly Agree Agree Disagree Strongly Disagree

9. Do you feel that you had the power to influence decisions on the District level concerning Title I programs as a result of your participation in the PAC? (Circle one)

Yes No

10. Did principals and teachers make you feel that you were welcome to observe lessons? (Circle one)

Yes No

11. In general, have you participated more in Parent Association meetings and school activities as a result of your exposure to the PAC? (Circle one)

Yes No

12. Community School Board members are genuinely concerned with involving parents in decision-making in the schools. (Circle one)

Strongly Agree Agree Disagree Strongly Disagree

13. PAC meetings and workshops increased my knowledge of Title I programs and Title I legislation. (Circle one)

Strongly Agree Agree Disagree Strongly Disagree

14. Additional training in classroom observation skills is needed if parents are to effectively evaluate lessons. (Circle one)

Strongly Agree Agree Disagree Strongly Disagree

15. The school principal has done everything possible to encourage parents to become more involved in school activities. (Circle one)

Strongly Agree Agree Disagree Strongly Disagree

Please list any suggestions you have to make the Parent Involvement Program more effective.

DISTRICT PARENT ADVISORY COUNCIL PERCEPTIONNAIRE

The following statements have been developed in order to determine the perceptions of District Parent Advisory Council Representatives.

Please check (✓) whether you Strongly Agree, Agree, Disagree or Strongly Disagree with each of the following statements.

1. The Parent Advisory Council has been effective in providing opportunities for parents to have a meaningful involvement in Title I programs in District 17.
Strongly Agree Agree Disagree Strongly Disagree
2. Monthly PAC meetings increased my knowledge of Title I legislation.
Strongly Agree Agree Disagree Strongly Disagree
3. Community School Board members were always eager to accept the recommendations of PAC representatives.
Strongly Agree Agree Disagree Strongly Disagree
4. Training workshops conducted by the District adequately prepared PAC representatives to train other parents in lesson evaluation techniques.
Strongly Agree Agree Disagree Strongly Disagree
5. PAC representatives should serve in more than an advisory capacity.
Strongly Agree Agree Disagree Strongly Disagree

6. Adequate information concerning Title I programs and past evaluations were always available to PAC representatives upon request.

Strongly Agree Agree Disagree Strongly Disagree

7. Notices for all workshops and meetings were received in adequate time to ensure participation of all members.

Strongly Agree Agree Disagree Strongly Disagree

8. Title I teachers made you feel welcome during observations of classroom lessons.

Strongly Agree Agree Disagree Strongly Disagree

9. The Community Superintendent is genuinely concerned with involving Title I parents in the decision-making process in the District.

Strongly Agree Agree Disagree Strongly Disagree

10. Parent workshops on the school level would be better attended if they were held at night.

Strongly Agree Agree Disagree Strongly Disagree

11. As a result of participation in PAC activities, I have become motivated to be more active in school and District activities.

Strongly Agree Agree Disagree Strongly Disagree

12. The PAC has been successful in meeting its objectives.

Strongly Agree Agree Disagree Strongly Disagree

13. In general, the parent training workshops conducted at the school level by PAC representatives were effective.

Strongly Agree Agree Disagree Strongly Disagree

14. Principals were eager to cooperate with PAC representatives.

Strongly Agree Agree Disagree Strongly Disagree

15. Additional training in classroom observation skills is needed if PAC representatives are to be effective in conducting future workshops on the school level.

Strongly Agree Agree Disagree Strongly Disagree

Please list any suggestions you might have which would make the Parent Involvement Program more effective.